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ABSTRACT

As one of a series of curriculum guides for office education programs in Texas, this guide contains 24 units of instruction in office duplication practices. Each of the units contains a unit outline that lists unit objective, specific objectives, teacher and student activities, estimated completion time, re-teach activities, and resources; and a performance chart for recording student mastery of activities. The units are grouped into three general areas: introduction to office duplication practices, clerical, and duplication. Introductory units cover orientation; safety; grooming, hygiene, and nutrition; human relations; job application and interview; job success; and leadership development. Clerical units focus on keyboarding, letter typing, proofreading, using resources and references, language usage, communication, telephone usage, filing, and organizing work. Duplication units cover measurement, paper characteristics, copy preparation, fluid duplication, stencil duplication, platemaking, offset duplication, and supplementary machines. Six appendixes to the guide provide lists of publishers, professional publications, and essential elements of office education correlated to curriculum publications; a preemployment laboratory program; and plans for classroom organization. (KC)

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Office Duplication Practices

CURRICULUM GUIDE

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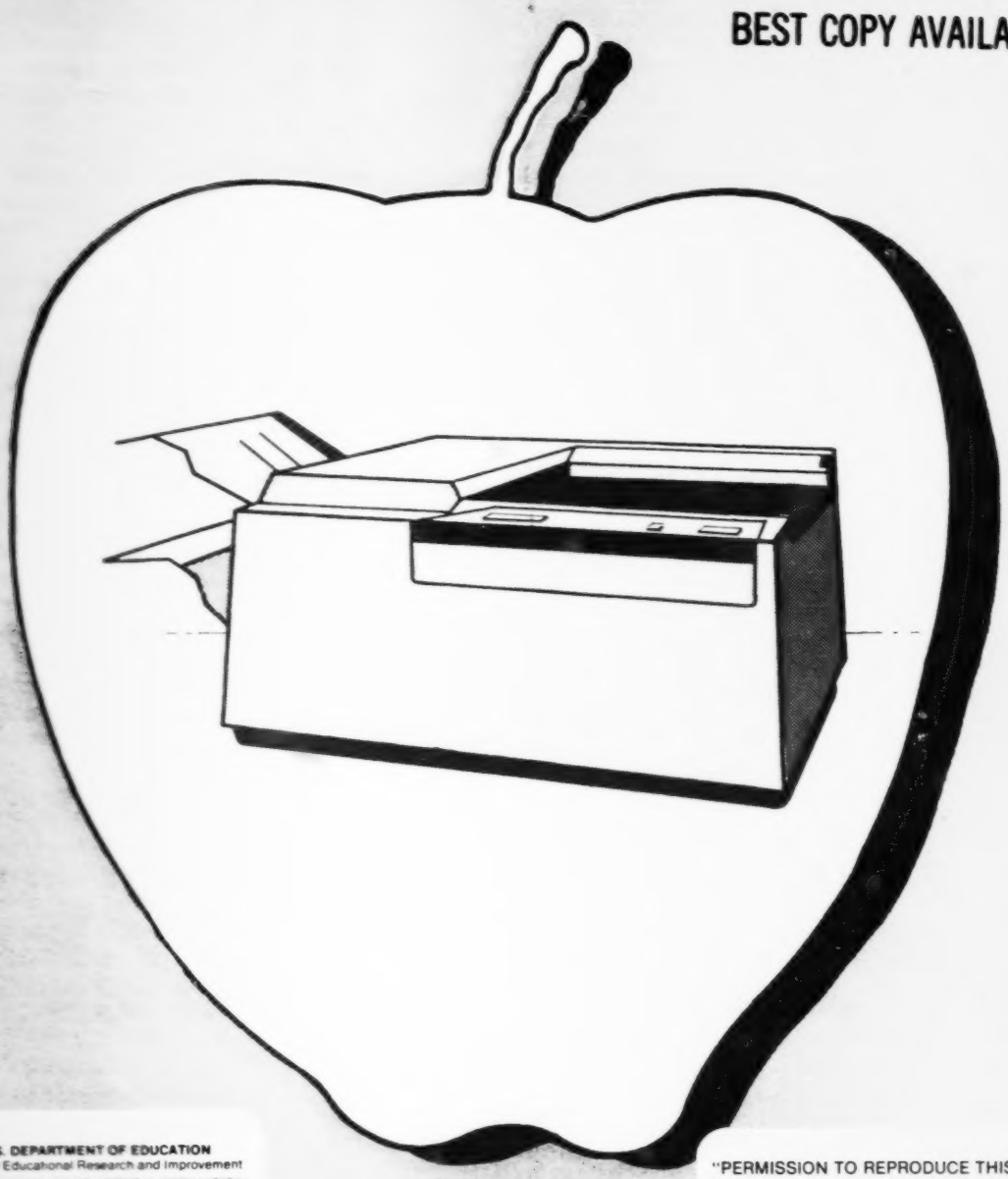

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OCCUPATIONAL CURRICULUM LAB EAST TEXAS STATE UNIVERSITY

OFFICE DUPLICATING PROCEDURES

FIRST EDITION
1986

first printing--500 copies

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Occupational Curriculum Laboratory
East Texas State University
Commerce, TX 75428

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CONTENTS

Introduction to ODP
- Orientation 1
- Safety 5
- Grooming, Hygiene, and Nutrition 9
- Human Relations 13
- Job Application and Interview 17
- Job Success 21
- Leadership Development 25

Clerical
- Basic Keyboarding 29
- Basic Letter Typing 33
- Proofreading 37
- Using Resources and References 41
- Language Usage 45
- Communication 49
- Telephone Usage 53
- Filing 57
- Organizing Work 61

Duplication
- Measurement 65
- Paper Characteristics 69
- Copy Preparation 73
- Fluid Duplication 77
- Stencil Duplication 81
- Platemaking 85
- Offset Duplication 89
- Supplementary Machines 93

List of Appendices 97
Appendix A 101
Appendix B 105
Appendix C 109
Appendix D 113
Appendix E 123
Appendix F 131

INTRODUCTION TO ODP

75.89(d)(1) Concepts and skills related to general safety needs and regulations. The student shall be provided opportunities to recognize and demonstrate general safety in the laboratory.

ORIENTATION

75.89(d)(2)

UNIT OBJECTIVE

The student will be able to identify terms and objectives related to Office Duplication Practices (ODP), Vocational Office Career Clubs of Texas (VOCCT), and the Social Security System.

SPECIFIC OBJECTIVES

1. Define terms related to ODP
2. Identify the purpose of ODP and VOCCT
3. Identify objectives of ODP and VOCCT
4. Identify the official colors of VOCCT
5. Identify the VOCCT pledge
6. Identify each classmate
7. Describe classroom procedures and policies
8. Explain the use of the Social Security card
9. Fill out an application form for a Social Security card and a duplicate Social Security Card
10. Explain the history and purpose of the Social Security program

TEACHER ACTIVITIES

1. Preview unit
2. Prepare and duplicate classroom policies
   - Attendance
   - Attitude
   - Dress code
   - Care of equipment
   - Handling supplies
   - Grading criteria
   - Credits earned
   - Classroom behavior
3. Prepare and duplicate code of ethics
4. Prepare and duplicate a plan of classroom organization
5. Prepare and duplicate VOCCT organization procedures
6. Design a bulletin board - ORIENTATION

STUDENT ACTIVITIES

1. Information Sheet 1 - Orientation
   - Activity Sheet 1--Names
   - Activity Sheet 2--Information Card
2. Information Sheet 2 - Policies and Procedures
   - Activity Sheet 3--Classroom Folder
   - Activity Sheet 4--Student Notebook
3. Information Sheet 3--Social Security
   - Activity Sheet 5--Application for Social Security Number
   - Activity Sheet 6--Application for Duplicate Card

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME - 10 hours

UNIT OUTLINE

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

JOB RELATED INSTRUCTION
Occupational Curriculum Laboratory
East Texas State University
Commerce, Texas 75428
1981

LOCAL SCHOOL HANDBOOK

ODP TEACHER'S HANDBOOK
Occupational Curriculum Laboratory
East Texas State University
Commerce, Texas 75428
1980

SUCCEEDING IN THE WORLD OF WORK
Grady Kimbrell and Ben S. Vineyard
McKnight and McKnight
Bloomington, Illinois
1975

VOCCT HANDBOOK
Texas Education Agency
Austin, Texas

"YOUR SOCIAL SECURITY"
Available from the U. S. Department of Health and Human Services
Social Security Administration

ORIENTATION

NAME _____ DATE COMPLETED _____

75.89(d)(2)

OBJECTIVE: The student will be able to identify terms and objectives related to Office Duplication Practices(ODP), Vocational Office Career Clubs of Texas (VOCCT), and the Social Security System.

PERFORMANCE CHART

	MASTERY	NON MASTERY
INFORMATION SHEET 1 - ORIENTATION		
ACTIVITY SHEET 1 - Names		
ACTIVITY SHEET 2 - Information Card		
INFORMATION SHEET 2 - POLICIES AND PROCEDURES		
ACTIVITY SHEET 3 - Classroom Folder		
ACTIVITY SHEET 4 - Student Notebook		
INFORMATION SHEET 3 - SOCIAL SECURITY		
ACTIVITY SHEET 5 - Application for Social Security Number		
ACTIVITY SHEET 6 - Application for Duplicate Card		

SAFETY

75.89(d)(1)

UNIT OBJECTIVE

After completion of this unit, the student should be able to define safety, state general safety rules, and apply these rules to situations in the ODP classroom. This knowledge will be evidenced through demonstration and by scoring 100% on a unit test.

SPECIFIC OBJECTIVES

1. Match safety terms with their correct definitions.
2. Select and identify the correct safety rules to follow in the ODP classroom.
3. Explain proper safety attitudes.
4. List things to help keep a safe and orderly classroom.
5. List the procedures to take when equipment is not operating properly.
6. Explain the steps to take in case of an accident.
7. Construct a poster on classroom safety.
8. Write a paragraph on a classroom safety practice.
9. Point out the types of fires according to the material burning.
10. Select the correct safety rules associated with fire safety.
11. Identify types of burns and the correct treatment of each.
12. List things that can be done to prevent fires in the classroom, community, and home.
13. Apply safety rules in the ODP classroom situation.
14. Select the correct safety rules in operating the offset.
15. Select the correct safety rules in handling chemicals.
16. Select the correct safety rules in handling plates and platemakers.

TEACHER ACTIVITIES

1. Preview the unit. Review each unit of instruction and localize and individualize the material for your program.
2. Prepare several safety posters for the different duplicating machines.
3. Prepare a bulletin board.
4. Review all objectives and then add or delete to meet local program needs.
5. Explain the terms and definitions to the students
6. Discuss with the students safety attitudes and rules in the ODP classroom.
7. Discuss the importance of proper care of the equipment.
8. Discuss the procedures to take in case of an emergency.
9. Arrange for a guest speaker from the fire department.
10. Show the location of first aid materials for burns AND THE LOCATION OF THE FIRE EXTINGUISHER.

STUDENT ACTIVITIES

1. Read and discuss the Information Sheets for the unit.
2. Complete the following Activity Sheets:
   a. Application of Safety Rules
   b. Selecting Safety Attitudes
   c. Explaining Safety Rules
   d. Fire Safety Rules
   e. Preventing Fires
   f. Offset Safety Rules

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME

UNIT OUTLINE

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not used
2. Combination of used activities
3. Sections of unit test that need additional reinforcement
4. Additional activities and individualized simulation materials from the Resources Section.

RESOURCES

GRAPHIC ARTS I: ORIENTATION, COMPOSITION AND PASTE-UP
Mid-America Vocational Curriculum Consortium, Inc.

OCCUPATIONAL SAFETY AND HEALTH STANDARDS
Texas State Department of Health

SAFETY IN TRADE AND INDUSTRIAL AND TECHNICAL EDUCATION
Curriculum Development Center
University of Kentucky

SHOP SAFETY
Rehabilitation Research Foundation

TEACHER LIABILITY IN SCHOOL-SHOP ACCIDENTS
Prakken Publications, Inc.

VG 200

SAFETY

75.89(d)(1)

OBJECTIVE: The student should be able to define safety, state general safety rules, and apply these rules to situations in the ODP classroom.

	MASTERY	NON MASTERY
INFORMATION SHEET 1--GENERAL SAFETY PROCEDURES		
ACTIVITY SHEET 1		
ACTIVITY SHEET 2		
ACTIVITY SHEET 3		
ACTIVITY SHEET 4		
INFORMATION SHEET 2--FIRE SAFETY		
ACTIVITY SHEET 5		
ACTIVITY SHEET 6		
INFORMATION SHEET 3--OFFSET SAFETY PROCEDURES		
ACTIVITY SHEET 7		

PERFORMANCE CHART

GROOMING, HYGIENE, AND NUTRITION

75.89(a)(1)(D)

UNIT OBJECTIVE

Student will be able to identify and list terms and habits on grooming and personal hygiene, describe clothing appropriate for office wear, analyze grooming habits, and plan and budget for a wardrobe.

SPECIFIC OBJECTIVES

1. Identify terms dealing with grooming and hygiene
2. Identify terms dealing with nutritional habits and weight control
3. Identify terms dealing with wardrobe planning
4. List grooming and hygiene habits
5. Discuss nutritional habits and weight control
6. List wardrobe habits

TEACHER ACTIVITIES

1. Preview unit
2. Design bulletin board
3. Arrange for a guest speaker
4. Gather catalogs and other resources
5. Plan a style show on office wear
6. Secure "COLOR" books

STUDENT ACTIVITIES

1. Information Sheet 1--Daily Personal Hygiene and Grooming
   Activity Sheet 1--Self Improvement
2. Information Sheet 2--Nutritional Habits and Weight Control
   Activity Sheet 2--What Do You Eat?
3. Information Sheet 3--Wardrobe Planning
   Activity Sheet 3--Wardrobe Planning
   Activity Sheet 4--Evaluate Your Closet
   Activity Sheet 5--Wardrobe Budget

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME - 2 days

UNIT OUTLINE

RETEACH ACTIVITIES:

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

ABOUT HER
Margaret E. Andrews
Gregg Division
McGraw-Hill Book Company
Dallas, Texas
1968

ABOUT HIM
Margaret E. Andrews
Gregg Division
McGraw-Hill Book Company
Dallas, Texas
1968

CHARM: THE CAREER GIRL'S GUIDE TO BUSINESS AND PERSONAL SUCCESS, 2nd Edition
Helen Whitcomb and Rosaline Lang
McGraw-Hill
New York, New York
1971

COLOR ME BEAUTIFUL
Carole Jackson
Acropolis Books
Washington
1980

COOPERATIVE OFFICE EDUCATION
Curriculum and Instructional Materials Center
Oklahoma State Board for Vocational and Technical Education
Stillwater, Oklahoma
1973

FOOD, NUTRITION AND DIET, 5th Edition
Marie Krause and Martha A. Hunscher
W.B. Saunders Company
Philadelphia, PA
1972

PERSONALITY DEVELOPMENT FOR BUSINESS
Allen R. Russon
Southwestern Publishing Company
Cincinnati, Ohio
1973

PSYCHOLOGY: HUMAN RELATIONS AND MOTIVATION, 5th Edition
Donald A. Laird, et al
Gregg and Community College Division
McGraw-Hill Book Company
Dallas, Texas
1975

THE RECEPTIONIST
Merle W. Wood and Margaret A. McKenna
Gregg Division
McGraw-Hill Book Company
Dallas, Texas
1966

TODAY'S WOMAN, 3rd Edition
Helen Whitcomb and Rosaline Lang
Gregg Division
McGraw-Hill Book Company
Dallas, Texas
1976

GROOMING, HYGIENE, AND NUTRITION

NAME _____ DATE COMPLETED _____

75.89 (a)(1)(D)

OBJECTIVE: Student will be able to groom properly, learn hygiene habits, and eat the proper food by studying nutrition.

PERFORMANCE CHART

	MASTERY	NON MASTERY
INFORMATION SHEET 1 - DAILY PERSONAL HYGIENE AND GROOMING		
ACTIVITY SHEET 1 - Self-Improvement		
INFORMATION SHEET 2 - NUTRITIONAL HABITS, AND WEIGHT CONTROL		
ACTIVITY SHEET 2 - What do you Eat?		
INFORMATION SHEET 3 - WARDROBE PLANNING		
ACTIVITY SHEET 3 - Wardrobe Planning		
ACTIVITY SHEET 4 - Evaluate Your Closet		
ACTIVITY SHEET 5 - Wardrobe Budget		

HUMAN RELATIONS

75.89(a)(1)(C)

UNIT OBJECTIVE

The student should have an increased understanding of him/herself and others which will lead to better human relations in the classroom, on the job, and in personal relationships. The student will have a chance to examine and evaluate his/her personality, attitudes, values, and goals. The student will learn that it is within his/her power to make changes in these areas which will improve the chances for a more fulfilling life.

SPECIFIC OBJECTIVES

1. Complete the following rating sheets:
   - Personality
   - Attitude Comparison
   - Values
2. Write short-, medium-, and long-term goals
3. Know how to build trust
4. Know more about his/her classmates and the different traits they possess

TEACHER ACTIVITIES

1. Preview the unit
2. Design a bulletin board--HUMAN RELATIONS
3. Arrange for guest speaker to discuss human relations
4. Discuss personality traits, attitudes, and values with the students
5. Divide the class into groups to solve actual human relations problems

STUDENT ACTIVITIES

1. Information Sheet 1--Knowing Yourself
   - Activity Sheet 1--Personality Rating Sheet
   - Activity Sheet 2--Attitude Rating Sheet
   - Activity Sheet 3--Values
   - Activity Sheet 4--Establishing My Goals
2. Information Sheet 2--Getting Along With Others
   - Activity Sheet 5--Building Trust
   - Activity Sheet 6--Learning About Classmates
   - Activity Sheet 7--How People Arm Themselves
   - Activity Sheet 8--Listening Feedback

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME - 6 hours

UNIT OUTLINE

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

CLERICAL OFFICE PROCEDURES, 5th Edition
James R. Meehan, William R. Pasewark, and Mary Ellen Oliverio
Southwestern Publishing Company
Cincinnati, Ohio
1973

HUMAN RELATIONS IN BUSINESS
Steven A. Eggland and John W. Williams
Southwestern Publishing Company
Cincinnati, Ohio
1977

HUMAN RELATIONS IN BUSINESS, STUDENT MANUAL
Agricultural Education Services
Ohio State University
Columbus, Ohio
1971

HUMAN VALUES IN THE CLASSROOM
Robert C. Hawley and Isabel L. Hawley
Hart Publishing Company, NC
New York City
1975

PERSONALITY DEVELOPMENT FOR BUSINESS
Allen R. Russon
Southwestern Publishing Company
Cincinnati, Ohio
1973

PSYCHOLOGY, HUMAN RELATIONS AND MOTIVATION, 5th Edition
Donald A. Laird, et al.
Gregg and Community College Division
McGraw-Hill Book Company
New York, New York
1975

HUMAN RELATIONS

NAME _____ DATE COMPLETED _____

75.89 (a)(1)(C)

OBJECTIVE: The student should have an increased understanding of him/herself and others which will lead to better human relations in the classroom, on the job, and in personal relationships. The student will have a chance to examine and evaluate his/her personality, attitudes, values, and goals. He/she will learn that it is within his/her power to make changes in these areas which will improve the student's chances for a more fulfilling life.

PERFORMANCE CHART

	MASTERY	NON MASTERY
INFORMATION SHEET 1 - KNOWING YOURSELF		
ACTIVITY SHEET 1 - Personality Rating Sheet		
ACTIVITY SHEET 2 - Attitude Rating Sheet		
ACTIVITY SHEET 3 - Values		
ACTIVITY SHEET 4 - Establishing My Goals		
INFORMATION SHEET 2 - GETTING ALONG WITH OTHERS		
ACTIVITY SHEET 5 - Building Trust		
ACTIVITY SHEET 6 - Learning About Classmates		
ACTIVITY SHEET 7 - How People Arm Themselves		
ACTIVITY SHEET 8 - Listening Feedback		

JOB APPLICATION AND INTERVIEW

75.81(a)(2)(B)

UNIT OBJECTIVE

After completion of this unit, the student will be able to identify the correct procedures used in the job application process. This knowledge will be evidenced through demonstration and by successfully completing the unit test.

SPECIFIC OBJECTIVES

1. Identify skills necessary for employment in a business office.
2. Identify sources used when seeking employment.
3. List sections included in a resume.
4. Demonstrate the ability to:
   a. Locate and use a variety of sources for finding a job
   b. Prepare a personal inventory form
   c. Prepare a resume
   d. Write a letter of application
   e. Complete an application form
   f. Interview for a job
   g. Write a follow-up letter

TEACHER ACTIVITIES

1. Preview the unit. Review each unit of instruction and localize and individualize the material in your program.
2. Gather any resources and references necessary to provide additional information to supplement the unit.
3. Obtain application forms from various companies for use in this unit.
4. Gather classified ad sections of various newspapers for use in this unit.
5. Obtain the series of slide/tape presentations from the Occupational Curriculum Laboratory, East Texas State University to reinforce the information presented in each of the Information Sheets.
6. Design a bulletin board to illustrate the information presented in this unit, such as advertisements, samples of letters of applications, resumes, etc.
7. Review all objectives and then add or delete to meet your own program needs.
8. Prepare transparencies from the masters given in the unit to facilitate and explain the discussion of the unit.

STUDENT ACTIVITIES

1. Read and discuss the Information Sheets
2. Complete the following Activity Sheets:
   a. Word Find
   b. Sources of Information
   c. Sources of Employment
   d. Personal Inventory Form
   e. Preparing a Resume
   f. Writing a Letter of Application
   g. Preparing an Application Form
   h. Job Interview Role Playing
   i. Writing a Follow-up Letter

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not used
2. Combination of used activities
3. Sections of unit test that need additional reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

CLERICAL OFFICE PROCEDURES
South-Western Publishing Co.

ECONOMIC AND SOCIETAL FACTORS INSTRUCTIONAL GUIDE
East Texas State University

EFFECTIVE ENGLISH FOR BUSINESS COMMUNICATIONS
South-Western Publishing Co.

FINDING YOUR FIRST JOB
Houghton-Mifflin

GENERAL OFFICE PROCEDURES
Gregg Division
McGraw-Hill Book Company

HOW TO FIND AND APPLY FOR A JOB
South-Western Publishing Co.

PRINCIPLES AND TECHNIQUES OF EFFECTIVE BUSINESS COMMUNICATION
Harcourt, Brace, Javanovich, Inc.

RESUME WRITING: A COMPREHENSIVE HOW-TO-DO-IT GUIDE
John Wiley and Sons

SECRETARIAL OFFICE PROCEDURES
South-Western Publishing Co.

SECRETARIAL PROCEDURES AND ADMINISTRATION
South-Western Publishing Co.

THE JOB YOU WANT--HOW TO GET IT
South-Western Publishing Co.

THE SECRETARY: AN INTEGRATED BLOCK PROGRAM
McGraw-Hill Book Co.

WRITING, LISTENING, AND SPEAKING FOR BUSINESS AND PROFESSIONAL STUDENTS
Wadsworth Publishing Co.

WRITING PRACTICALLY
AMSCO School Publications, Inc.

JOB APPLICATION AND INTERVIEW

75.81(a)(2)(B)

OBJECTIVE: The student will be able to identify the correct procedures used in the job application process.

	MASTERY	NON MASTERY
INFORMATION SHEET 1--QUALIFICATIONS FOR OFFICE EMPLOYEES		
ACTIVITY SHEET 1		
INFORMATION SHEET 2--SOURCES TO USE WHEN SEEKING EMPLOYMENT		
ACTIVITY SHEET 2		
ACTIVITY SHEET 3		
INFORMATION SHEET 3--PREPARING A RESUME AND LETTER OF APPLICATION		
ACTIVITY SHEET 4		
ACTIVITY SHEET 5		
ACTIVITY SHEET 6		
INFORMATION SHEET 4--JOB INTERVIEW PROCESS		
ACTIVITY SHEET 7		
ACTIVITY SHEET 8		
ACTIVITY SHEET 9		

PERFORMANCE CHART

JOB SUCCESS

75.81(a)(2)

UNIT OBJECTIVE

After completing this unit of instruction, the student should be able to identify terms, definitions, and procedures involved in developing proper job attitudes. The student will be able to identify important factors in job success, explain the differences between a positive attitude versus a negative attitude, and in role-playing situations, demonstrate the ability to identify ethical conduct. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

1. Match terms and definitions related to job success.
2. Explain the importance of a proper job attitude.
3. Know what showing a positive attitude includes.
4. Know what showing a negative attitude includes.
5. Identify what employees may expect from employers.
6. Identify what employers expect from employees.
7. Identify ways to get along with fellow employees.
8. Recognize ethical conduct on the job.
9. List steps in starting a job.
10. List steps in keeping a job.
11. Identify reasons why people lose their jobs.
12. Identify those factors involved in terminating a job.
13. Discuss factors considered for employee promotions.
14. Complete a variety of assignments that will aid in promoting job success.

TEACHER ACTIVITIES

1. Preview the unit. Review each unit of instruction and localize and individualize the material in your program.
2. Design a bulletin board about job success.
3. Arrange for a guest speaker to discuss job success.
4. Review all objectives and add or delete to meet your own program needs.
5. Review and discuss with students each specific objective as it relates to the program.
6. Use transparency masters to make transparencies to facilitate discussion of information in the unit.

STUDENT ACTIVITIES

1. Read and discuss the Information Sheets
2. Complete the following activities:
   a. Terms and Definitions
   b. The Importance of a Proper Job Attitude
   c. Showing a Positive Attitude
   d. Expectations of Employees
   e. Expectations of Employers
   f. Getting Along With Fellow Employees
   g. Ethical Conduct
   h. Identifying Steps in Starting a New Job
   i. Why People Lose Their Jobs
   j. Terms Used for Promotion

EVALUATION - Unit Test

ESTIMATED COMPLETION OF TIME

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not used
2. Combination of used activities
3. Sections of unit test that need additional reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

ACTIVITIES FOR SUCCEEDING IN THE WORLD OF WORK
McKnight Co.

HUMAN RELATIONS AT THE OFFICE
Walch Publishers

INDIVIDUALIZED RELATED INSTRUCTION FOR ENTERING THE WORLD OF WORK
McKnight Co.

PERSONALITY DEVELOPMENT FOR BUSINESS
South-Western Publishing Co.

WORLD OF WORK
McKnight Co.

JOB SUCCESS

75.51(a)(2)

OBJECTIVE: The student should be able to identify terms, definitions, and procedures involved in developing proper job attitudes. The student will be able to identify important factors in job success, explain the differences between a positive attitude versus a negative attitude, and in role-playing situations, demonstrate the ability to identify etnical conduct.

	MASTERY	NON MASTERY
INFORMATION SHEET 1--INTRODUCTION		
INFORMATION SHEET 2--EMPLOYER AND EMPLOYEE EXPECTATIONS		
INFORMATION SHEET 3--KEEPING YOUR JOB		

PERFORMANCE CHART

LEADERSHIP DEVELOPMENT

75.89(a)(1)

UNIT OBJECTIVE

The student will be able to explain the meaning of leadership, identify the qualities of a good leader, and select a leadership style. The student will also be able to explain the purposes and organization of Vocational Office Careers Clubs of Texas.

SPECIFIC OBJECTIVES

1. Explain the meaning of leadership
2. Identify the reasons and correct steps of a person wanting to become a good leader
3. Point out the ways to demonstrate leadership potential
4. Select good leadership qualities and name them (3)
5. Point out the purposes of the VOCCT pledge
6. Write the VOCCT pledge
7. Explain the meaning of the VOCCT motto
8. Identify the VOCCT colors
9. Select the correct code of ethics for VOCCT
10. Identify the duties, meanings, and symbols of the offices for VOCCT
11. Point out the things that make a good VOCCT meeting, and opening and closing a business meeting

TEACHER ACTIVITIES

1. Preview unit
2. Prepare a bulletin board
3. Relate how each student can work toward the qualities needed to be a good leader
4. Discuss the importance of selecting good leaders for VOCCT
5. Display pictures, banners, and other items that might explain VOCCT
6. Have students who have participated in VOCCT during the previous year to explain the organization's activities

STUDENT ACTIVITIES

1. Information Sheet 1--WHAT IS LEADERSHIP?
   - Activity Sheet 1--Unscrambling terms
   - Activity Sheet 2--Do you have what it takes?
   - Activity Sheet 3--What's your style?
   - Activity Sheet 4--Identifying leaders
2. Information Sheet 2--VOCCT
   - Activity Sheet 5--VOCCT pledge
   - Activity Sheet 6--Code of ethic or purpose
   - Activity Sheet 7--VOCCT emblem
3. Information Sheet 3--CLUB MEETINGS
   - Activity Sheet 8--Role playing opening and closing ceremonies

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME - 10 hours

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

COMMUNICATE
Randolph H. Verderber
Wadsworth Publishing
Belmont, CA
1978

OCCUPATIONAL SURVIVAL--LEADERSHIP
Division of Business Education, Department of Vocational and Technical Education
University of Illinois
Urbana, IL
1978

PERSONAL DEVELOPMENT FOR COOPERATIVE PART-TIME TRAINING
Occupational Curriculum Laboratory
East Texas State University
Commerce, TX

SAFARI, A COMPREHENSIVE CAREER GUIDANCE PROGRAM FOR SECONDARY, COMMUNITY COLLEGE AND UNIVERSITY LEVELS
San Bernardino County Schools Office
201 North E. Street
San Bernardino, CA

VOCCT CONTEST GUIDELINES
Occupational Curriculum Laboratory
East Texas State University
Commerce, TX

VOCCT HANDBOOK
Occupational Curriculum Laboratory
East Texas State University
Commerce, TX

LEADERSHIP DEVELOPMENT

NAME _____ DATE COMPLETED _____

75.81 (a)(1)

OBJECTIVE: The student will be able to explain the meaning of leadership, identify the qualities of a good leader, and select a leadership style. The student will also be able to explain the purposes and organization of Vocational Office Careers Clubs of Texas.

PERFORMANCE CHART

	MASTERY	NON MASTERY
INFORMATION SHEET 1 - WHAT IS LEADERSHIP?		
ACTIVITY SHEET 1 - Unscrambling Terms		
ACTIVITY SHEET 2 - Do You Have What it Takes?		
ACTIVITY SHEET 3 - What's Your Style?		
ACTIVITY SHEET 4 - Identifying Leaders		
INFORMATION SHEET 2 - VOCCT		
ACTIVITY SHEET 5 - VOCCT Pledge		
ACTIVITY SHEET 6 - Code of Ethic or Purpose		
ACTIVITY SHEET 7 - VOCCT Emblem		
INFORMATION SHEET 3 - CLUB MEETINGS		
ACTIVITY SHEET 8 - Role Playing Opening and Closing Ceremonies		

CLERICAL

75.89(d)(4)	Concepts and skills related to typewriting. The student shall be provided opportunities to demonstrate the ability to keyboard materials for duplication.
75.89(d)(5)	Concepts and skills related to electronic calculator. The student shall be provided opportunities to demonstrate the ability to solve mathematical problems using the touch method.
75.89(d)(6)	Concepts and skills related to filing. The student shall be provided opportunities to identify the correct procedures in alphabetic filing.

BASIC KEYBOARDING

75.89(d)(4)

UNIT OBJECTIVE

Student should be able to identify basic machine parts on a typewriter. The student should be able to type and prepare tabulated materials and centered materials.

SPECIFIC OBJECTIVES

1. Match typewriter parts
2. Identify and demonstrate correct fingering on keyboard
3. Demonstrate procedure on preparing to type and placing paper in typewriter
4. Demonstrate ability to type tabulations and centering material

TEACHER ACTIVITIES

1. Preview the unit for your program
2. Design a bulletin board
3. Unit designed--teach basic typing skills or reinforce skills already acquired
4. Additional materials needed

STUDENT ACTIVITIES

1. Information Sheet 1--Typewriter Parts
2. Information Sheet 2--Starting To Type
   Activity Sheet 1--Home Row Keys
3. Information Sheet 3--"E," "V," "P," "," "H"-Left Shift Keys
   Activity Sheet 2--("E," "V," "P," "," "H")
4. Information Sheet 4--"I," "M," "W," "Z," "R" - Right Shift Keys
   Activity Sheet 3--("I," "M," "W," "Z," "R")
5. Information Sheet 5--"O," "N," "T," & "X"
   Activity Sheet 4--("O," "N," "T," & "X")
6. Information Sheet 6--"U," "Q," "C," & "G"
   Activity Sheet 5--("U," "Q," "C," & "G")
7. Information Sheet 7--"B" & "Y"
   Activity Sheet 6--("B" & "Y")
   Activity Sheet 7--Phrases
   Activity Sheet 8--Alphabet Sentences
8. Information Sheet 8--Basic Typing Facts
   Activity Sheet 9--Tabulation
   Activity Sheet 10--Centering

EVALUATION Unit Test

ESTIMATED COMPLETION TIME 30-60 hours

UNIT OUTLINE

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources.

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

ALPHABETIC KEYBOARDING
Jackson, Schroeder, and Haugo
Southwestern Publishing Company
Cincinnati, Ohio
1983

CENTURY 21 TYPEWRITING
D. D. Lessenberry, et al.
Southwestern Publishing Company
Cincinnati, Ohio
1972

GREGG TYPING, SERIES SEVEN
A. C. Lloyd, et al.
Gregg/McGraw-Hill
New York, New York
1982

MICROCOMPUTER KEYBOARDING
Jackson, Schroeder, and Haugo
Southwestern Publishing Company
Cincinnati, Ohio
1983

TYPEWRITING: A MASTERY APPROACH
K. A. Math, William M. Mitchell, and James E. LaBarre
Science Research Associates
Chicago, Illinois
1978

TYPING FOR INDIVIDUALS
Jack Heller
Gregg/McGraw-Hill
New York,New York
1981

BASIC KEYBOARDING

NAME _____ DATE COMPLETED _____

75.89 (d)(4)

OBJECTIVE: The student should be able to identify basic machine parts on a typewriter. The student should be able to type, prepare tabulated materials, and centered materials.

PERFORMANCE CHART

	MASTERY	NON MASTERY
INFORMATION SHEET 1 - Typewriter Parts		
INFORMATION SHEET 2 - Starting to Type		
ACTIVITY SHEET 1 - Home Row Keys		
INFORMATION SHEET 3 - "E, V, P, , H" - Left Shift Keys		
ACTIVITY SHEET 2 - "E, V, P, , H"		
INFORMATION SHEET 4 - "I, M, W, Z, R" - Right Shift Keys		
ACTIVITY SHEET 3 - "I, M, W, Z, R"		
INFORMATION SHEET 5 - "O, N, T, X"		
ACTIVITY SHEET 4 - "O, N, T, X"		
INFORMATION SHEET 6 - "U, Q, C, G"		
ACTIVITY SHEET 5 - "U, Q, C, G"		
INFORMATION SHEET 7 - "B, Y"		
ACTIVITY SHEET 6 - "B, Y"		
ACTIVITY SHEET 7 - Phrases		
ACTIVITY SHEET 8 - Alphabet Sentences		
INFORMATION SHEET 8 - Basic Typing Facts		
ACTIVITY SHEET 9 - Tabulation		
ACTIVITY SHEET 10 - Centering		

BASIC LETTER TYPING

75.89(a)(3)(B)

UNIT OBJECTIVE

Student will be able to apply procedures in preparing mailable letters and envelopes.

SPECIFIC OBJECTIVES

1. Identify types of letter styles
2. Explain the difference between open and mixed punctuation
3. Identify standard margins
4. Identify parts of a business letter
5. Prepare envelopes postal service regulations
6. Prepare mailable letters and envelopes according to U. S. Postal Service regulations

TEACHER ACTIVITIES

1. Preview the unit
2. Gather additional letters and envelopes
3. Design bulletin board
4. Use transparencies to facilitate discussion and to explain styles and parts of business letters

STUDENT ACTIVITIES

1. Information Sheet 1--Parts of a Business Letter
   - Activity Sheet 1--Basic Business Letter Parts
   - Activity Sheet 2--Letter Parts
   - Activity Sheet 3--Correct Placement of Letter Parts
2. Information Sheet 2--Letter Styles and Formats
   - Activity Sheet 4--Block Style, Open Punctuation Letter
   - Activity Sheet 5--Modified Block Mixed Punctuation Letter
   - Activity Sheet 6--Modified Block, Indented Paragraphs
   - Activity Sheet 7--Business Letters
3. Information Sheet 3--Basic Letter Typing
   - Activity Sheet 8--Mailing Notations

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME - 10 hours

UNIT OUTLINE

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation mat ials from the Resources Section

RESOURCES

BASIC TYPEWRITING APPLICATIONS
Casady, et al
Southwestern Publishing Company
Cincinnati, Ohio
1984

BUSINESS LETTER TYPING, 3rd Edition
Cleo P. Casady and Mona J. Casady
Southwestern Publishing Company
Cincinnati, Ohio
1983

CENTURY 21 TYPEWRITING, 3rd Edition
James Crawford, et al
Southwestern Publishing Company
Cincinnati, Ohio
1982

PRODUCTION TYPING PROJECTS
Sue D. Rigby and Robert W. Hanson
Gregg/McGraw-Hill
New York, New York
1980

BASIC LETTER TYPING

NAME _____ DATE COMPLETED _____

75.89 (a)(3)(B)

OBJECTIVE: Student will be able to apply procedures in preparing mailable letters and envelopes.

	MASTERY	NON MASTERY
INFORMATION SHEET 1 - Parts of a Business Letter		
ACTIVITY SHEET 1 - Basic Business Letter Parts		
ACTIVITY SHEET 2 - Letter Parts		
ACTIVITY SHEET 3 - Correct Placement of Letter Parts		
INFORMATION SHEET 2 - Letter Styles and Formats		
ACTIVITY SHEET 4 - Block Style, Open Punctuation Letter		
ACTIVITY SHEET 5 - Modified Block, Mixed Punctuation Letter		
ACTIVITY SHEET 6 - Modified Block, Idented Paragraphs		
ACTIVITY SHEET 7 - Business Letters		
INFORMATION SHEET 3 - Basic Letter Typing		
ACTIVITY SHEET 8 - Mailing Notations		

PERFORMANCE CHART

PROOFREADING

75.89(d)(4)

UNIT OBJECTIVE

Student will be able to recognize proofreader's marks and use them in editing.

SPECIFIC OBJECTIVES

1. Identify proofreader characteristics
2. Identify errors
3. Write and recognize proofreader's marks
4. Identify steps in proofreading
5. Demonstrate the ability to proofread and recognize errors

TEACHER ACTIVITIES

1. Preview the unit
2. Gather resources and references to supplement the unit
3. Order slide/tape presentation, Recognizing Proofreader's Marks and Using Them in Editing
4. Design a bulletin board
5. Discuss the importance of proofreading to students
6. Explain proofreader's marks using transparencies

STUDENT ACTIVITIES

1. Activity Sheet 1--Proofreader's Marks
2. Activity Sheet 2--Writing Proofreader's Marks
3. Activity Sheet 3--Proofreading Names
4. Activity Sheet 4--Proofreading Numbers
5. Activity Sheet 5--Proofreading Statistical Reports
6. Activity Sheet 6--Proofreading Text

EVALUATION- Unit Test

ESTIMATED COMPLETION TIME- 2 days

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

DEVELOPING PROOFREADING SKILL
Sue C. Camp
Gregg/McGraw-Hill
New York, New York
1980

PROOFREADING PRECISION
Jones and Kane
Southwestern Publishing Company
Cincinnati, Ohio
1982

PROOFREADING

NAME _____ DATE COMPLETED _____

75.89 (d)(4)

OBJECTIVE: Student will be able to recognize proofreader's marks and use them in editing.

	MASTERY	NON MASTERY
ACTIVITY SHEET 1 - Proofreader's Marks		
ACTIVITY SHEET 2 - Writing Proofreader's Marks		
ACTIVITY SHEET 3 - Proofreading Names		
ACTIVITY SHEET 4 - Proofreading Numbers		
ACTIVITY SHEET 5 - Proofreading Statistical Reports		
ACTIVITY SHEET 6 - Proofreading Text		

PERFORMANCE CHART

USING RESOURCES AND REFERENCES

75.89(a)(1)(F)

UNIT OBJECTIVE

Student will be able to identify and use resources and references available for office workers.

SPECIFIC OBJECTIVES

1. Identify two sources available
2. List reasons for using resources and references
3. Identify three resources available for office workers
4. Identify resources available in the community
5. Demonstrate the use of a dictionary, a word book, and a reference manual

TEACHER ACTIVITIES

1. Preview unit
2. Gather additional resources to aid classroom discussion
3. Obtain various samples of reference books
4. Arrange for students to visit school or local library
5. Discuss and demonstrate use of all types of resources available

STUDENT ACTIVITIES

1. Activity Sheet 1--Using the Dictionary
2. Activity Sheet 2--Using a Word Book
3. Activity Sheet 3--Using a Reference Manual
4. Activity Sheet 4--Listing Local Resources
5. Activity Sheet 5--Contacting a Resource

EVALUATION- Unit Test

ESTIMATED COMPLETION TIME- 2 hours

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

REFERENCE MANUAL FOR OFFICE PERSONNEL, 6th Edition
Clifford R. House and Kathie Sigler
Southwestern Publishing Company
Cincinnati, Ohio
1981

REFERENCE MANUAL FOR OFFICE WORKERS
Jo Ann Lee, Louis C. Nanassy, and William Selden
Glencoe Publishing Company
Dallas, Texas

THE GREGG REFERENCE MANUAL, 6th Edition
William A. Sabin
Gregg/McGraw-Hill
New York, New York
1985

THE REFERENCE GUIDE, A HANDBOOK FOR OFFICE PERSONNEL
Ralph M. Holmes
Houghton Mifflin
Dallas, Texas

USING REFERENCE MATERIALS
Milady Publishing Company
Bronx, New Jersey

USING RESOURCES AND REFERENCES

NAME _____ DATE COMPLETED _____

75.89 (a)(1)(F)

OBJECTIVE: Student will be able to identify and use resources and references available for office workers.

	MASTERY	NON MASTERY
ACTIVITY SHEET 1 - Using the Dictionary		
ACTIVITY SHEET 2 - Using a Word Book		
ACTIVITY SHEET 3 - Using a Reference Manual		
ACTIVITY SHEET 4 - Listing Local Resources		
ACTIVITY SHEET 5 - Contacting a Resource		

PERFORMANCE CHART

LANGUAGE USAGE

75.89(a)(3)(C)

UNIT OBJECTIVE

Student will be able to identify and apply correct language usage skills in business correspondence.

SPECIFIC OBJECTIVES

1. Match spelling rules with their definitions
2. Apply spelling rules
3. Match punctuation marks with their definitions
4. Identify and use punctuation marks
5. Identify rules for capitalization
6. Match terms with definitions on writing sentences
7. Identify complete sentences
8. Write the three types of sentences
9. Identify rules for writing sentences

TEACHER ACTIVITIES

1. Preview unit
2. Design bulletin board--LANGUAGE USAGE
3. Obtain additional material from Occupational Curriculum Laboratory
4. Arrange for an employer and/or secretary to speak to the class
5. Encourage students to watch for language usage errors

STUDENT ACTIVITIES

1. Information Sheet 1--SPELLING
   - Activity Sheet 1--"IE" or "EI"
   - Activity Sheet 2--Suffixes
   - Activity Sheet 3--Doubled final consonant
   - Activity Sheet 4--Silent "E"
   - Activity Sheet 5--S, ES, or IES
2. Information Sheet 2--CAPITALIZATION
   - Activity Sheet 6--Capitalization
3. Information Sheet 3--PUNCTUATION
   - Activity Sheet 7--Period or question mark
   - Activity Sheet 8--Commas
   - Activity Sheet 9--Semicolons and colons

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME - 10 hours

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

A MODERN APPROACH TO BUSINESS ENGLISH (2nd ed.)
Anne DeCaprio
Bobbs-Merrill Educational Publishing
Indianapolis
1979

BUSINESS ENGLISH ESSENTIALS (5th ed.)
Greta L. Henderson and Price R. Voiles
Gregg/McGraw-Hill
New York
1975

COMMUNICATION AT WORK
Patrick J. Weagraff and James J. Lynn
Gregg/McGraw-Hill
New York
1977

COMMUNICATION SKILLS FOR THE PROCESSING OF WORDS
Reiff
Southwestern Publishing Co.
Cincinnati
1981

COMMUNICATIONS LABORATORY
Student Learning Plan
Dallas Independent School District
Dallas
1975

GENERAL OFFICE PROCEDURES (4th Ed.)
Fred C. Archer, Raymond F. Brecker, and Jeffrey R. Stewart
Gregg/McGraw-Hill
New York
1975

MINI-MANUALS FOR OFFICE EDUCATION
Bruce Hawkinson
Sandia Laboratories
Albuquerque

SECRETARIAL OFFICE PROCEDURES
Mary Ellen Oliverio and William R. Pasewark
Southwestern Publishing Co.
Cincinnati
1977

VOCABULARY MADE EASY
Gregg/McGraw Hill
1984

WORDS, WORDS,WORDS
N. Schachter
Southwestern Publishing Co.
Cincinnati
1980

LANGUAGE USAGE

NAME _____ DATE COMPLETED _____

75.89 (a)(3)(C)

OBJECTIVE: Student will be able to identify and apply correct language usage skills in business correspondence.

	MASTERY	NON MASTERY
INFORMATION SHEET 1 - Spelling		
ACTIVITY SHEET 1 - "IE" or "EI"		
ACTIVITY SHEET 2 - Suffixes		
ACTIVITY SHEET 3 - Doubled final consonant		
ACTIVITY SHEET 4 - Silent "E"		
ACTIVITY SHEET 5 - S, ES, or IES		
INFORMATION SHEET 2 - Capitalization		
ACTIVITY SHEET 6 - Capitalization		
INFORMATION SHEET 3 - Punctuation		
ACTIVITY SHEET 7 - Period or question mark		
ACTIVITY SHEET 8 - Commas		
ACTIVITY SHEET 9 - Semicolons and colons		

PERFORMANCE CHART

COMMUNICATION

75.89(a)(3)(B)

UNIT OBJECTIVE

Student will be able to identify concepts and skills necessary for effective oral and written communications.

SPECIFIC OBJECTIVES

1. Match communication terms with definitions
2. Identify communication skills
3. List three types of oral communications
4. Identify oral communication skills
5. Identify successful and negative roles in small groups
6. Give a short, formal speech
7. Write and identify the purpose of business letter writing
8. List the types of business letters
9. List the steps in composing a letter

TEACHER ACTIVITIES

1. Preview unit
2. Design a bulletin board--COMMUNICATION
3. Invite a guest speaker to speak on any type of communication
4. Divide the class into groups and use communication games to emphasize importance of communication
5. Assign activities to reinforce knowledge of oral and written communication

STUDENT ACTIVITIES

1. Information Sheet 1--THE COMMUNICATION PROCESS
   - Activity Sheet 1--Word Unscramble
2. Information Sheet 2--ORAL COMMUNICATION
   - Activity Sheet 2--Informal Communication
   - Activity Sheet 3--Formal Speech
3. Information Sheet 3--BUSINESS LETTER WRITING
   - Activity Sheet 4--Composing a Goodwill Letter
   - Activity Sheet 5-- Composing a Letter of Request
   - Activity Sheet 6--Composing a Letter of Positive Response
   - Activity Sheet 7--Composing a Letter of Negative Response

EVALUATION- Unit Test

ESTIMATED COMPLETION TIME- 4 hours

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

A MODERN APPROACH TO BUSINESS ENGLISH (2nd ed.)
Anne DeCaprio
Bobbs-Merrill Educational Publishing
Indianapolis
1979

BASIC LETTER AND MEMO WRITING
Vantluss
Southwestern Publishing Co.
Cincinnati
1981

BUSINESS ENGLISH ESSENTIALS (5th ed.)
Greta LaFolletta Henderson and Price R. Voiles
McGraw Hill
New York
1975

COMMUNICATION AT WORK
Patrick J. Weagraff and James J. Lynn
McGraw-Hill
New York
1977

COMMUNICATION LABORATORY
Student Learning Plan
Dallas Independent School District
Dallas
1975

GENERAL OFFICE PROCEDURES (4th ed.)
Fred C. Archer, Raymond F. Brecker, and Jeffrey R. Stewart
McGraw-Hill
New York
1975

OFFICE SYSTEMS AND PROCEDURES
Lube Stiegler
Houghton Mifflin
Boston

SECRETARIAL OFFICE PROCEDURES (9th ed.)
Mary Ellen Oliverio and William R. Pasewark
Southwestern Publishing Co.
Cincinnati
1977

COMMUNICATION

NAME _____ DATE COMPLETED _____

75.89 (a)(3)(B)

OBJECTIVE: Student will be able to identify concepts and skills necessary for effective oral and written communications.

	MASTERY	NON MASTERY
INFORMATION SHEET 1 - The Communication Process		
ACTIVITY SHEET 1 - Word Unscramble		
INFORMATION SHEET 2 - Oral Communication		
ACTIVITY SHEET 2 - Informal Communication		
ACTIVITY SHEET 3 - Formal Speech		
INFORMATION SHEET 3 - Business Letter Writing		
ACTIVITY SHEET 4 - Composing a Goodwill Letter		
ACTIVITY SHEET 5 - Composing a Letter of Request		
ACTIVITY SHEET 6 - Composing a Letter of Positive Response		
ACTIVITY SHEET 7 - Composing a Letter of Negative Response		

PERFORMANCE CHART

TELEPHONE USAGE

75.89(a)(3)(A)

UNIT OBJECTIVE

Student will be able to identify and use correct telephone techniques, proper telephone procedures, various telephone services, and a telephone directory.

SPECIFIC OBJECTIVES

1. Identify telephone technique statements
2. Demonstrate the ability to handle and take telephone messages
3. Identify statements about proper telephone procedures
4. Identify telephone services available
5. Use a telephone directory
6. Identify parts and sections of a telephone directory

TEACHER ACTIVITIES

1. Preview unit
2. Design a bulletin board--TELEPHONE USAGE
3. Obtain brochures, booklets, and telephone directories
4. Arrange for a telephone representative to speak to the class
5. Assign role playing situations to reinforce telephone skills

STUDENT ACTIVITIES

1. Information Sheet 1--TELEPHONE TECHNIQUES
   Activity Sheet 1--Unscramble Words
2. Information Sheet 2--TELEPHONE PROCEDURES
   Activity Sheet 2--Receiving Calls
   Activity Sheet 3--Recording Messages
3. Information Sheet 3--TELEPHONE SERVICES
   Activity Sheet 4--Telephone Services
4. Information Sheet 4--TELEPHONE DIRECTORY
   Activity Sheet 5--Using the Telephone Directory

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME - 6 hours

UNIT OUTLINE

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

GENERAL OFFICE PROCEDURES
Fred C. Archer, Raymond F. Brecker, and Jeffrey R. Stewart
Gregg/McGraw Hill
New York

OFFICE SYSTEMS AND PROCEDURES
Lube Stiegler
Houghton Mifflin
Boston

SECRETARIAL OFFICE PROCEDURES
Mary Ellen Oliverio and William R. Pasewark
Southwestern Publishing Co.
Cincinnati
1977

TELEPHONE USAGE

NAME _____ DATE COMPLETED _____

75.89 (a)(3)(A)

OBJECTIVE: Student will be able to identify and use correct telephone techniques, proper telephone procedures, various telephone services and a telephone directory.

	MASTERY	NON MASTERY
INFORMATION SHEET 1 - Telephone Techniques		
ACTIVITY SHEET 1 - Unscramble Words		
INFORMATION SHEET 2 - Telephone Procedures		
ACTIVITY SHEET 2 - Receiving Calls		
ACTIVITY SHEET 3 - Recording Messages		
INFORMATION SHEET 3 - Telephone Services		
ACTIVITY SHEET 4 - Telephone Services		
INFORMATION SHEET 4 - Telephone Directory		
ACTIVITY SHEET 5 - Using the Telephone Directory		

PERFORMANCE CHART

FILING

75.89(d)(6)

UNIT OBJECTIVE

Student will be able to use correctly and apply the terms and procedures for indexing, coding, and alphabetizing personal names and businesses.

SPECIFIC OBJECTIVES

1. Match terms and procedures used in filing
2. Identify indexing rules
3. Demonstrate the ability to index, code, and alphabetize personal names and businesses

TEACHER ACTIVITIES

1. Preview unit
2. Design a bulletin board--FILING
3. Discuss and explain unit information
4. Use transparencies to explain and demonstrate filing rules

STUDENT ACTIVITIES

1. Information Sheet 1--PERSONAL NAMES
   - Activity Sheet 1--Indexing and Coding Simple Names
   - Activity Sheet 2--Alphabetizing Simple Names
   - Activity Sheet 3--Indexing and Coding Personal Names
   - Activity Sheet 4--Alphabetizing Personal Names
   - Activity Sheet 5--Alphabetizing Names
2. Information Sheet 2--FILING BUSINESS NAMES
   - Activity Sheet 6--Indexing and Coding Business and Individual Names in Business Names
   - Activity Sheet 7--Alphabetizing Business and Individual Names in Business Names
   - Activity Sheet 8--Indexing and Coding Businesses
   - Activity Sheet 9--Alphabetizing Businesses
   - Activity Sheet 10--Alphabetizing Businesses

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME - 10 hours

UNIT OUTLINE

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

FILING NAMES OF PEOPLE
Duchan and Schultheis
Southwestern Publishing Co.
Cincinnati
1983

GENERAL OFFICE PROCEDURES
Fred C. Archer, Raymond F. Brecker, and Jeffrey R. Stewart
Gregg/McGraw-Hill
New York
1975

OFFICE SYSTEMS AND PROCEDURES
Lube Stiegler
Houghton Mifflin
Boston

PROCEDURES FOR THE MODERN OFFICE
William R. Pasewark and Mary Ellen Oliverio
Southestern Publishing Co.
Cincinnati
1983

SECRETARIAL OFFICE PROCEDURES
Mary Ellen Oliverio and William R. Pasewark
Southwestern Publishing Co.
Cincinnati
1977

FILING

NAME _____ DATE COMPLETED _____

75.89 (d)(6)

OBJECTIVE: Student will be able to use correctly and apply the terms and procedures for indexing, coding, and alphabetizing personal names and businesses.

	MASTERY	NON MASTERY
INFORMATION SHEET 1 - Personal Names		
ACTIVITY SHEET 1 - Indexing and Coding Simple Names		
ACTIVITY SHEET 2 - Alphabetizing Simple Names		
ACTIVITY SHEET 3 - Indexing and Coding Personal Names		
ACTIVITY SHEET 4 - Alphabetizing Personal Names		
ACTIVITY SHEET 5 - Alphabetizing Names		
INFORMATION SHEET 2 - Filing Business Names		
ACTIVITY SHEET 6 - Indexing and Coding Business and Individual Names in Business Names		
ACTIVITY SHEET 7 - Alphabetizing Business and Individual Names in Business Names		
ACTIVITY SHEET 8 - Indexing and Coding Businesses		
ACTIVITY SHEET 9 - Alphabetizing Businesses		
ACTIVITY SHEET 10 - Alphabetizing Businesses		

PERFORMANCE CHART

ORGANIZING WORK

75.89(a)(1)(E)

UNIT OBJECTIVE

Student will be able to plan and organize work and prioritize tasks.

SPECIFIC OBJECTIVES

1. Match terms to correct definitions
2. Identify the advantages and disadvantages of planning
3. Identify true statements involved in planning and organizing work
4. Demonstrate the ability to prioritize tasks

TEACHER ACTIVITIES

1. Preview unit
2. Design bulletin board--ORGANIZING WORK
3. Arrange for a secretary to speak to the class
4. Discuss the steps in planning and organizing work
5. Use the teacher's desk and classroom equipment to demonstrate organization of work areas

STUDENT ACTIVITIES

Activity Sheet 1--Setting Priorities
Activity Sheet 2--Planning Your Work

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME - 2 hours

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

GENERAL OFFICE PROCEDURES
Fred C. Archer, Raymond F. Brecker, and Jeffrey R. Stewart
Gregg/McGraw Hill
New York

OFFICE SYSTEMS AND PROCEDURES
Lube Stiegler
Houghton Mifflin
Boston

SECRETARIAL OFFICE PROCEDURES
Mary Ellen Oliverio and William R. Pasewark
Southwestern Publishing Co.
Cincinnati
1977

ORGANIZING WORK

NAME _____ DATE COMPLETED _____

75.89 (a)(1)(E)

OBJECTIVE: Student will be able to plan and organize work and prioritize tasks.

	MASTERY	NON MASTERY
ACTIVITY SHEET 1 - Setting Priorities		
ACTIVITY SHEET 2 - Planning Your Work		

PERFORMANCE CHART

DUPLICATION

75.89(d)(2) Concepts and skills related to office duplication.

The student shall be provided opportunities to:

(A) Understand and demonstrate image processing for duplicating;

(B) Demonstrate the procedures and equipment used in completing layouts and masters for duplication;

(C) Demonstrate the procedures used in operating duplicators.

75.89(D)(3) Concepts and skills related to supplementary machines. The student shall be provided opportunities to understand and demonstrate the use of the machines used in bindery operations.

MEASUREMENT

75.89(d)(2)(B)

UNIT OBJECTIVE

Student should be able to identify terms dealing with the English and printer's measuring system. The student should also have an understanding of the scales or line gauges and be able to convert between the systems.

SPECIFIC OBJECTIVES

1. Match terms and definitions for English system and printer's system
2. Identify different scale graduations
3. Read a ruler in sixteenths, eighths, fourths, and halves
4. Identify parts of a type character
5. Use the point system scale
6. Draw line lengths in the English system and the printer's system
7. Measure lines and word in the English system and the printer's system
8. Measure body size of a type character

TEACHER ACTIVITIES

1. Preview unit
2. Acquire line gauges and rulers
3. Prepare bulletin board--MEASUREMENT
4. Explain terminology
5. Explain the importance of measuring items correctly
6. Discuss printer's system of measuring

STUDENT ACTIVITIES

1. Information Sheet 1--ENGLISH SYSTEM
   - Activity Sheet 1--Deciding Scale Graduation
   - Activity Sheet 2--Reading a Ruler
   - Activity Sheet 3--Drawing Lines
   - Activity Sheet 4--Measuring Lines
   - Activity Sheet 5--Measuring Letters and Words
   - Activity Sheet 6--Measuring Names
   - Activity Sheet 7--Drawing Boxes
2. Information Sheet 2--PRINTER'S SYSTEM
   - Activity Sheet 8--Measuring Lines
   - Activity Sheet 9--Using the Point System Scale
   - Activity Sheet 10--Using the Inch and Point Systems
   - Activity Sheet 11--Measuring Letters and Words

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME - 5 hours

UNIT OUTLINE

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

GRAPHIC ARTS: ORIENTATION, COMPOSITION, PASTE-UP
Mid-America Vocational Curriculum Consortium
Stillwater, Oklahoma
1981

GRAPHICS MASTERS, 2nd Edition
Dean Phillip Leon
Dean Leon Associates
Los Angeles, California
1973

PHOTO-OFFSET LITHOGRAPHY
Z. A. Prast
Goodheart-Wilcox Company
South Holland, Illinois
1977

MEASUREMENT

NAME _____ DATE COMPLETED _____

75.89 (d)(2)(B)

OBJECTIVE: Student should be able to identify terms dealing with the English and printer's measuring system. The student should also have an understanding of the scales or line gauges and be able to convert between the systems.

	MASTERY	NON MASTERY
INFORMATION SHEET 1 - ENGLISH SYSTEM		
ACTIVITY SHEET 1 - Deciding Scale Graduation		
ACTIVITY SHEET 2 - Reading a Ruler		
ACTIVITY SHEET 3 - Drawing Lines		
ACTIVITY SHEET 4 - Measuring Lines		
ACTIVITY SHEET 5 - Measuring Letters and Words		
ACTIVITY SHEET 6 - Measuring Names		
ACTIVITY SHEET 7 - Drawing Boxes		
INFORMATION SHEET 2 - PRINTER"S SYSTEM		
ACTIVITY SHEET 8 - Measuring Lines		
ACTIVITY SHEET 9 - Using the Point System Scale		
ACTIVITY SHEET 10 - Using the Inch and Point Systems		
ACTIVITY SHEET 11 - Measuring Letters and Words		

PERFORMANCE CHART

PAPER CHARACTERISTICS

75.89(d)(2)(B)

UNIT OBJECTIVE

Student should be able to identify and explain terms dealing with paper characteristics and classifications.

SPECIFIC OBJECTIVES

1. Define terms relating to characteristics of paper
2. Complete the fold test, tear test, and bend test
3. Label the effects of moisture on paper
4. Match the types of paper used for duplicating different items
5. Tell the front side of a piece of paper
6. Identify paper measurements and paper sizes

TEACHER ACTIVITIES

1. Preview Unit
2. Acquire different types of paper
3. Prepare a bulletin board--PAPER CHARACTERISTICS AND CLASSIFICATIONS
4. Explain the importance of knowing how to select paper and discuss the unit information
5. Use transparencies provided to promote discussion among students

STUDENT ACTIVITIES

1. Activity Sheet 1--Completing the Fold Test, Tear Test, and Bend Test
2. Activity Sheet 2--What Type of Paper
3. Activity Sheet 3--Stretching, Curling, Shrinking, and Wavy Edges

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME - 3 hours

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

DUPLICATING: MACHINE OPERATION AND DECISION MAKING
Joyce Kupsh
Glencoe Publishing Company, Inc.
Encino, CA
1972

GRAPHIC ARTS, BOOK III: PRESS AND RELATED PROCESSES
Mid-America Vocational Curriculum Consortium, Inc.
Stillwater, Oklahoma
1982

REFERENCE MANUAL FOR OFFICE WORKERS
Louis C. Nanassy, William Selden, and Jo Ann Lee
Glencoe Publishing Company, Inc.
Encino, CA
1977

PAPER CHARACTERISTICS AND CLASSIFICATIONS

NAME _____ DATE COMPLETED _____

75.89 (d)(2)(B)

OBJECTIVE: Student should be able to identify and explain terms dealing with paper characteristics and classifications.

	MASTERY	NON MASTERY
ACTIVITY SHEET 1 - Completing the Fold Test, Tear Test, and Bend Test		
ACTIVITY SHEET 2 - What Type of Paper		
ACTIVITY SHEET 3 - Stretching, Curling, Shrinking, and Wavy Edges		

PERFORMANCE CHART

COPY PREPARATION

75.89(d)(2)(B)

UNIT OBJECTIVE

The student should be able to identify and explain terms dealing with copy preparation for pasteup masters. The student should be able to prepare a pasteup master.

SPECIFIC OBJECTIVES

1. Match terms and definitions
2. Identify letter styles and sizes
3. Describe purpose of a layout
4. Describe the considerations in copy preparation
5. List the stages of a layout
6. Describe the difference between line drawing and halftones
7. List the steps for attaching cutouts
8. Identify the types of cutouts
9. Identify the steps in preparing to do a pasteup master
10. Demonstrate how to draw lines, make thumbnail sketches, make rough layout drafts, and make comprehensive layouts

TEACHER ACTIVITIES

1. Preview Unit
2. Design a bulletin board--LAYOUTS AND PASTEUPS
3. Gather prepared cutouts
4. Prepare pasteup masters
5. Discuss with students the three stages of a layout
6. Use transparencies to facilitate discussion and to provide demonstration

STUDENT ACTIVITIES

1. Information Sheet 1--Layout of Pasteup Master
2. Information Sheet 2--Pasteup Masters
   - Activity Sheet 1--Formal Pasteup Master
   - Activity Sheet 2--Informal Pasteup Master
   - Activity Sheet 3--Thumbnail Sketches
   - Activity Sheet 4--Rough Layout
   - Activity Sheet 5--Comprehensive Layout
   - Activity Sheet 6--Prepare a Pasteup Master
3. Demonstrate the ability to:
   a. Draw lines
   b. Make thumbnail sketches
   c. Make rough layout drafts
   d. Make comprehensive layouts

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME - 10 hours

UNIT OUTLINE

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources.

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

GRAPHIC ARTS, 4th Edition
Darvey Carlsen
Chas. A. Bennett Company, Inc.
Illinois
1976

GRAPHIC ARTS: ORIENTATION, COMPOSITION, AND PASTEUP
Mid-America Vocational Curriculum Consortium, Inc.
Stillwater, Oklahoma
1981

GRAPHIC MASTER 2
Dean Lem
Dean Lem Associates
California
1977

PHOTO-OFFSET LITHOGRAPHY
Z. A. Prast
The Goodheart-Willcox Company, Inc.
Illinois
1977

REPROGRAPHICS, 3rd Edition
William R. Pasewark
Southwestern Publishing Company
Cincinnati, Ohio
1984

COPY PREPARATION

NAME _____ DATE COMPLETED _____

75.89 (d)(2)(B)

OBJECTIVE: Student should be able to identify and explain terms dealing with copy preparation for pasteup masters. The student should be able to prepare a pasteup master.

PERFORMANCE CHART

	MASTERY	NON MASTERY
INFORMATION SHEET 1 - LAYOUT OF PASTEUP MASTER		
INFORMATION SHEET 2 - PASTEUP MASTERS		
ACTIVITY SHEET 1 - Formal Pasteup Master		
ACTIVITY SHEET 2 - Informal Pasteup Master		
ACTIVITY SHEET 3 - Thumbnail Sketches		
ACTIVITY SHEET 4 - Rough Layout		
ACTIVITY SHEET 5 - Comprehensive Layout		
ACTIVITY SHEET 6 - Prepare a Pasteup Master		

FLUID DUPLICATION

75.89(d)(2)(C)

UNIT OBJECTIVE

The student should be able to identify terms and explain the fluid duplication process. The student should be able to list steps in preparing a spirit master, making a thermal master, and in operating the fluid duplicator.

SPECIFIC OBJECTIVES

1. Match terms and definition--fluid duplicator
2. Explain the fluid duplicating operation
3. Identify the procedures in preparing a spirit master and thermal master
4. Name the proper procedures in fluid duplicator operation
5. List advantages and disadvantages of using a fluid duplicator
6. Identify parts of the fluid duplicator
7. Identify parts of a spirit and thermal master
8. Demonstrate the ability to prepare a spirit master, operate a thermofax, and operate the fluid duplicator

TEACHER ACTIVITIES

1. Preview unit--Fluid Duplication
2. Desigo bulletin board--FLUID DUPLICATION
3. Prepare materials for duplication
4. Prepare a poster showing how to operate machines
5. Discuss the unit information
6. Demonstrate for the students spirit master preparation, thermofax operation and fluid duplicator operation

STUDENT ACTIVITIES

1. Information Sheet 1--Preparing the Spirit Master
   - Activity Sheet 1--Typing a Master
   - Activity Sheet 2--Typing a Spirit Master
   - Activity Sheet 3--Typing a Fluid Spirit Master
   - Activity Sheet 4--Drawing or Writing on a Spirit Master
2. Information Sheet 2--Operating the Thermofax
   - Activity Sheet 5--Designing a Layout for a Thermal Master
3. Information Sheet 3--Operating the Fluid Duplicator
   - Activity Sheet 6--Run Activities 1-5

EVALUATION- Unit Test

ESTIMATED COMPLETION TIME- 60 hours

UNIT OUTLINE

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

APPLIED SECRETARIAL PROCEDURES, 7th Edition
John Robert Gregg, et al.
Southwestern Publishing Company
Cincinnati, Ohio
1974

CLERICAL OFFICE PROCEDURES, 6th Edition
William R. Pasewark and Mary Ellen Oliverio
Southwestern Publishing Company
Cincinnati, Ohio
1978

DUPLICATING: MACHINE OPERATION AND DECISION MAKING
Joyce Dupsh
Glencoe Publishing Company
Encino, CA
1972

DUPLICATING MACHINES PROCESSES, 2nd Edition
William R. Pasewark
Southwestern Publishing Company
Cincinnati, Ohio
1975

FLUID DUPLICATOR OPERATOR'S MANUAL

HOW TO USE BUSINESS MACHINES, 3rd Edition
Harold Fasnacht and others
McGraw-Hill Book Company
New York, New York
1969

OFFICE REPRODUCTION PROCESSES
Dennis E. Bauer and John W. Strahl
Canfield Press
San Francisco, California
1975

OFFICE REPROGRAPHICS
Jeffery R. Stewart and Judith A. Scharle
McGraw-Hill, Inc.
New York, New York
1979

FLUID DUPLICATION

NAME _____ DATE COMPLETED _____

75.89 (d)(2)(C)

OBJECTIVE: Student should be able to identify terms and explain the fluid duplication process. The student should be able to list steps in preparing a spirit master, making a thermal master, and in operating the fluid duplicator.

	MASTERY	NON MASTERY
INFORMATION SHEET 1 - PREPARING THE SPIRIT MASTER		
ACTIVITY SHEET 1 - Typing a Master		
ACTIVITY SHEET 2 - Typing a Spirit Master		
ACTIVITY SHEET 3 - Typing a Fluid Spirit Master		
ACTIVITY SHEET 4 - Drawing or Writing on a Spirit Master		
INFORMATION SHEET 2 - OPERATING THE THERMOFAX		
ACTIVITY SHEET 5 - Designing a Layout for a Thermal Master		
INFORMATION SHEET 3 - OPERATING THE FLUID DUPLICATOR		
ACTIVITY SHEET 6 - Run Activities 1 - 5		

PERFORMANCE CHART

STENCIL DUPLICATION

75.89(d)(2)(C)

UNIT OBJECTIVE

Student should be able to identify terms relating to stencil duplication and their definitions, describe the stencil duplication process and procedures involved, and be able to type a stencil, operate an electronic stencil maker and a stencil duplicator.

SPECIFIC OBJECTIVES

1. Match terms with definitions
2. Describe the stencil duplication process
3. List the four parts of a stencil pack
4. Name the types of styli used in stencil duplication
5. Put in order the steps for typing a stencil
6. Put in order the steps in correcting a stencil
7. List the procedures for operating an electronic stencil maker
8. List the procedures for operating a stencil duplicator
9. List the causes of faulty reproduction
10. List the advantages and disadvantages of stencil duplicator
11. Demonstrate the ability to label parts of a stencil duplicator, use the stylus, type a stencil, operate an electronic stencil maker, and operate a stencil duplicator

TEACHER ACTIVITIES

1. Preview unit
2. Design a bulletin board--STENCIL DUPLICATION
3. Prepare materials for duplication
4. Prepare a poster on how to operate the stencil duplicator
5. Discuss unit information with students
6. Demonstrate the actual process of preparing a stencil, operating the electronic stencil maker and the stencil duplicator.

STUDENT ACTIVITIES

1. Informati Sheet 1--Preparing A Stencil
   Activ y Sheet 1--Word Find
   Activity Sheet 2--A Stencil
   Activity Sheet 3--Typing Stencils
   Activity Sheet 4--Using Stylus
2. Information Sheet 2--The Electronic Stencil Maker
   Activity Sheet 5--Designing a Layout for an Electronic Stencil Maker
3. Information Sheet 3--Operating A Stencil Duplicator

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME - 60 hours

UNIT OUTLINE

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

CLERICAL OFFICE PROCEDURES, 5th Edition
James R. Meehan, William R. Pasewark, and Mary Ellen Oliverio
Southwestern Publishing Company
Cincinnati, Ohio
1973

DUPLICATING: MACHINE OPERATION AND DECISION MAKING
Joyce Kupsh
Glencoe Publishing Company, Inc.
Encino, CA
1972

DUPLICATING MACHINE PROCESSES, 2nd Edition
William R. Pasewark
Southwestern Publishing Company
Cincinnati, Ohio
1975

FUNDAMENTALS OF MIMEOGRAPHING
A. B. Dick Company
Chicago, Illinois
1967

OFFICE REPRODUCTION PROCESSES
Dennis E. Bauer and John W. Strahl
Canfield Press
San Francisco, CA
1975

OFFICE REPROGRAPHICS
Jeffery R. Stewart and Judith A. Scharle
McGraw-Hill, Inc.
New York, New York
1979

STENCIL DUPLICATOR OPERATOR'S MANUAL

STENCIL DUPLICATION

NAME _____ DATE COMPLETED _____

75.89 (d)(2)(C)

OBJECTIVE: Student should be able to identify terms relating to stencil duplication and their definitions, describe the stencil duplication process and procedures involved, and be able to type a stencil, operate an electronic stencil maker and a stencil duplicator.

	MASTERY	NON MASTERY
INFORMATION SHEET 1 - PREPARING A STENCIL		
ACTIVITY SHEET 1 - Word Find		
ACTIVITY SHEET 2 - A Stencil		
ACTIVITY SHEET 3 - Typing Stencils		
ACTIVITY SHEET 4 - Using Stylus		
INFORMATION SHEET 2 - THE ELECTRONIC STENCIL MAKER		
ACTIVITY SHEET 5 - Designing a Layout for an Electronic Stencil Maker		
INFORMATION SHEET 3 - OPERATING A STENCIL DUPLICATOR		

PERFORMANCE CHART

75.89(d)(2)(A)

UNIT OBJECTIVE

Student should be able to identify terms dealing with platemaking and have an understanding of the procedures involved in using an electrostatic and transfer platemaker. The student should also be aware of safety rules involved when using the platemaker.

SPECIFIC OBJECTIVES

1. Match terms and definitions--platemaker
2. Study safety rules--plates, platemaker, and chemicals
3. Identify materials and chemicals needed for platemaking
4. Identify the types of plate ends
5. Identify the types of platemaker systems
6. Identify the parts of an electrostatic platemaker and transfer platemaker
7. State the methods of storing exposed plates
8. Demonstrate the ability to operate the electrostatic and transfer platemaker, process a paper and metal plate, and apply gum to a developed plate that is to be used later

TEACHER ACTIVITIES

1. Preview unit
2. Prepare a poster on how to operate your platemaker
3. Omit the corresponding section if you do not have a transfer platemaker
4. Gather chemicals and plates to show students
5. Discuss "Offset Safety Procedures"

STUDENT ACTIVITIES

1. Information Sheet 1--INTRODUCTION TO PLATEMAKING
   Activity Sheet 1--Matching Offset Plates with Platemakers
   Activity Sheet 2--Crossword Puzzle
2. Information Sheet 2--ELECTROSTATIC PLATEMAKER
   Activity Sheet 3--Using an Electrostatic Platemaker
3. Information Sheet 3--TRANSFER PLATEMAKER
   Activity Sheet 4--Using a Transfer Platemaker
4. Information Sheet 4--PROCESS A METAL PLATE

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME - 10 hours

UNIT OUTLINE

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

GRAPHIC ARTS: PROCESS CAMERA STRIPPING AND PLATEMAKING
Mid-America Vocational Curriculum Consortium, Inc.
Stillwater, OK
1981

GRAPHIC REPRODUCTION
William P. Spence and David G. Vequist
Chas. A. Bennett Co., Inc.
Peoria, IL
1980

LITHOGRAPHIC TECHNOLOGY
Ervin A. Dennis
Bobbs-Merrill Educational Publishing
Indianapolis
1980

PHOTO OFFSET FUNDAMENTALS
John E. Cogoli
McKnight Publishing Company
Bloomington, IL
1973

PLATEMAKER'S OPERATOR'S MANUAL

PLATEMAKING

NAME _____ DATE COMPLETED _____

75.89 (d)(2)(A)

OBJECTIVE: Student should be able to identify terms dealing with platemaking and have an understanding of the procedures involved in using an electrostatic and transfer platemaker. The student should also be aware of safety rules involved when using the platemaker.

	MASTERY	NON MASTERY
INFORMATION SHEET 1 - INTRODUCTION TO PLATEMAKING		
ACTIVITY SHEET 1 - Matching Offset Plates with Platemakers		
ACTIVITY SHEET 2 - Crossword Puzzle		
INFORMATION SHEET 2 - ELECTROSTATIC PLATEMAKER		
ACTIVITY SHEET 3 - Using an Electrostatic Platemaker		
INFORMATION SHEET 3 - TRANSFER PLATEMAKER		
ACTIVITY SHEET 4 - Using a Transfer Platemaker		

PERFORMANCE CHART

OFFSET DUPLICATION

75.89(d)(2)(C)

UNIT OBJECTIVE

Student should be able to define terms related to the offset process, identify the offset systems, list advantages and disadvantages of using the offset, and demonstrate the ability to prepare and process the offset paper master and operate the offset duplicator.

SPECIFIC OBJECTIVES

1. Define terms--Offset Process
2. Select procedures describing the offset process
3. Identify the offset press systems
4. List advantages and disadvantages of the offset
5. Demonstrate the ability to prepare the offset master, ink the offset duplicator, operate the offset duplicator, and clean up the offset duplicator

TEACHER ACTIVITIES

1. Preview unit
2. Design bulletin board--OFFSET DUPLICATION
3. Prepare materials for duplication
4. Prepare a poster on how to operate the offset duplicator
5. Discuss "Offset Safety Procedures"

STUDENT ACTIVITIES

1. Information Sheet 1--PREPARING AN OFFSET PAPER MASTER
   - Activity Sheet 1--Evaluate the Teacher
   - Activity Sheet 2--Typing an Offset Paper Master
   - Activity Sheet 3--Drawing or Writing on an Offset Master
2. Information Sheet 2--OPERATING THE OFFSET
   - Activity Sheet 4--Operating the Offset Duplicator
3. Information Sheet 3--PREPARE AND PROCESS AN OFFSET PAPER MASTER AND OPERATE THE OFFSET DUPLICATOR

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME - 60 hours

UNIT OUTLINE

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

DUPLICATING: MACHINE OPERATION AND DECISION MAKING
Joyce Kupsh
Glencoe Publishing Co., Inc.
Encino, CA 1972

GRAPHIC ARTS: THE PRESS AND RELATED PROCESSES
Mid-America Vocational Curriculum Consortium, Inc.
Stillwater, OK
1982

OFFICE REPRODUCTION PROCESSES
Dennis E. Bauer and John W. Strahl
Canfield Press
San Francisco
1975

OFFICE REPROGRAPHICS
Jeffrey R. Stewart and Judith A. Scharle
McGraw-Hill Book Company
New York
1979

OFFSET DUPLICATOR OPERATOR'S MANUAL

REPROGRAPHICS
William R. Pasewark
Southwestern Publishing Co.
Cincinnati
1984

OFFSET DUPLICATION

NAME _____ DATE COMPLETED _____

75.89 (d)(2)(C)

OBJECTIVE: Student should be able to define terms related to the offset process, identify the offset systems, list advantages and disadvantages of using the offset, and demonstrate the ability to prepare and process the offset paper master and operate the offset duplicator.

PERFORMANCE CHART

	MASTERY	NON MASTERY
INFORMATION SHEET 1 - PREPARING AN OFFSET PAPER MASTER		
ACTIVITY SHEET 1 - Evaluate the Teacher		
ACTIVITY SHEET 2 - Typing an Offset Paper Master		
ACTIVITY SHEET 3 - Drawing or Writing on an Offset Master		
INFORMATION SHEET 2 - OPERATING THE OFFSET		
ACTIVITY SHEET 4 - Operating the Offset Duplicator		
INFORMATION SHEET 3 - PREPARE AND PROCESS AN OFFSET PAPER MASTER AND OPERATE THE OFFSET DUPLICATOR		

SUPPLEMENTARY MACHINES

75.89(d)(3)

UNIT OBJECTIVE

Student should be able to identify terms, parts, and basic procedures in operating office machines used to cut, drill, staple, fold, and bind printed material.

SPECIFIC OBJECTIVES

1. Match terms and identify statements--collator
2. Match terms and identify statements--paper cutter
3. Match terms and identify statements--paper drill
4. Match terms and identify statements--saddleback stapler
5. Match terms and identify statements--paper folder
6. Match terms and identify statements--padding press
7. Match terms and identify statements--punch and binder
8. Identify true statements related to the jogger

TEACHER ACTIVITIES

1. Preview Unit
2. Prepare a bulletin board--SUPPLEMENTARY MACHINES
3. Prepare a poster on how to operate each machine
4. Provide student projects to coincide with the operation of machines

STUDENT ACTIVITIES

1. Information Sheet 1--COLLATOR
2. Information Sheet 2--PAPER CUTTER
3. Information Sheet 3--PAPER DRILL
4. Information Sheet 4--SADDLEBACK STAPLER
5. Information Sheet 5--PAPER FOLDER
6. Information Sheet 6--PADDING PRESS
7. Information Sheet 7--PUNCH AND BINDER
8. Information Sheet 8--JOGGER
9. Information Sheet 9--DEMONSTRATE THE ABILITY TO:
    1. Fan and jog paper
    2. Load and operate the collator
    3. Operate paper cutter
    4. Operate paper drill
    5. Secure a saddleback stapler on table top
    6. Load the saddleback stapler
    7. Clear a staple jam
    8. Staple booklets
    9. Staple flat stacks of paper
    10. Operate the paper folder
    11. Operate the paper jogger
    12. Operate the padding press
    13. Punch and bind a book

EVALUATION - Unit Test

ESTIMATED COMPLETION TIME- 10 hours

UNIT OUTLINE

RETEACH ACTIVITIES

It is suggested that reteach activities be developed from the following sources:

1. Unit activities not included in lesson presentation
2. Combination of activities used in lesson that need reinforcement
3. Sections of unit test that need reinforcement
4. Additional activities and individualized simulation materials from the Resources Section

RESOURCES

CHALLENGE EQUIPMENT PLANNING GUIDE
Challenge Machinery Company
Grand Haven, MI
1974

DUPLICATING EQUIPMENT CATALOG
A. B. Dick Company
Chicago, IL
1976

FINISHING PROCEDURES
A.B. Dick Company
Graphic Communications Series
Chicago, IL
1970

GRAPHIC COMMUNICATION
Industrial Materials Laboratory
University of Missouri
Jefferson City, MO
1973

INSTRUCTION AND PARTS MANUAL FOR MODEL TD PAPER DRILLING MACHINE
Challenge Machinery Company, N.D.
Grand Haven, MI

OPERATING INSTRUCTIONS FOR ELECTRIC STAPLERS
Swingline, Inc., N.D.
1976

OPERATING INSTRUCTION, GBC COMBO
General Binding Corporation, N. D.
Northbrook, IL

OPERATING INSTRUCTION, MODELS 12DT and 16 DT COLLATORS
General Binding Corporation, N. D.
Northbrook, IL

PHOTO OFFSET FUNDAMENTALS
John E. Cogoli
McKnight Publishing Company
Bloomington, IL
1973

SERVICE MANUAL, NSC DVD COMBINATIONS PUNCH BIND MACHINE
NSC International, Inc., N.D.
Hot Springs, AR

SUPPLEMENTARY MACHINES

NAME _____ DATE COMPLETED _____

75.89(c)(3)

OBJECTIVE: Student should be able to identify terms, parts, and basic procedures in operating office machines used to cut, drill, staple, fold, and bind printed material.

Information Sheet 1--COLLATOR	MASTERY	NON MASTERY
Information Sheet 2--PAPER CUTTER		
Information Sheet 3--PAPER DRILL		
Information Sheet 4--SADDLEBACK STAPLER		
Information Sheet 5--PAPER FOLDER		
Information Sheet 6--PADDING PRESS		
Information Sheet 7--PUNCH AND BINDER		
Information Sheet 8--JOGGER		
Information Sheet 9--DEMONSTRATE THE ABILITY TO:		
1. Fan and jog paper		
2. Load and operate the collator		
3. Operate paper cutter		
4. Operate paper drill		
5. Secure a saddleback stapler on table top		
6. Load the saddleback stapler		
7. Clear a staple jam		
8. Staple booklets		
9. Staple flat stacks of paper		
10. Operate the paper folder		
11. Operate the paper jogger		
12. Operate the padding press		
13. Punch and bind a book		
Unit Test		

OFFICE DUPLICATION PRACTICES APPENDICES

Appendix A - List of Publishers

Appendix B - Professional Publications

Appendix C - Essential Elements Correlated to OCL Publications

Appendix D - Pre-Employment Laboratory Program

Appendix E - Classroom Organization

Appendix F - Classroom Floor Plan

APPENDIX A

List of Publishers

ADDISON-WESLEY PUBLISHING
CO., INC.
Reading, MA 01867

ALLYN & BACON
College Division
Rockleigh, NJ 07647

AMERICAN BANKERS ASSN.
1120 Connecticut Ave. NW
Washington, DC 20036

ANAHEIM PUBLISHING CO.
2632 Saturn Street
Brea, CA 92621

ARCO PUBLISHING, INC.
Educational Division
215 Park Avenue South
New York, NY 10003

AVA RESOURCES
2020 N. 14th Street
Arlington, VA 22201

BANTAM BOOKS
666 Fifth Avenue
New York, NY 10103

BOBBS-MERRILL
EDUCATIONAL PUBLISHERS
P.O. Box 7080
Indianapolis, IN 46206

ROBERT J. BRADY, CO.
A Prentice-Hall Co.
Bowie, MD 20715

BROOKS/COLE PUBLISHING CO.
540 Abrego Street
Monterey, CA 93940

WILLIAM C BROWN PUBLISHING
2460 Kerper Blvd
Dubuque, IA 52001

CAREER AIDS, INC.
20417 Nordhoff St.
Dept K 65
Chatsworth, CA 91311

CBS COLLEGE PUBLISHING
383 Madison Avenue
New York, NY 10017

CHILTON BOOK COMPANY
School and Library Dept.
Chilton Book Company
Radnor, PN 19089

CHRONICLE GUIDANCE PUB. INC.
Aurora Street Extension
P.O. Box 1190
Moravia, NY 13118-1190

COLLEGE BOARD PUBLICATIONS
The College Board
888 Seventh Ave.
New York, NY 10106

CURRICULUM PUBLICATIONS
CLEARINGHOUSE
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APPENDIX B

Business Journals

Business Education Journal
Emporia State University
Division of Business and Business Education
1200 Commercial St.
Emporia, KS 66801
The journal contains general business topics with emphasis on business production and teacher education.

Business Education World
Gregg Division
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020
Innovative application of teaching methodology, educational concepts, descriptions of new curricula and trends all in business and office education subjects. Free to business teachers.

Business Educational Forum
National Business Education Assn
1914 Association Drive
Reston, VA 22091
The journal features articles for teachers of secretarial programs, typewriting, accounting, clerical programs, basic business, as well as economics, marketing and distribution, communications, and data processing.

Business Horizons
Graduate School of Business
Indiana University
Bloomington, IN 47405
Articles by academics and business people on significant business issues, trends, and research projects.

Delta Pi Epsilon Journal
Delta Pi Epsilon National Office
Gustovus Adolphus College
St. Peter, MN 56082
Devoted to research articles dealing with theory, practice, and research in business education.

Journal of Business Education
Heldref Publications
4000 Albemarle St. NW
Washington, DC 20016
A journal dealing with business education from high school to community college level. Contributors are principally teachers and academics.

VOCED
formerly American Vocational Journal
2020 N. 14th Street
Arlington, VA 22201
The journal of the American Vocational Association published for teachers, administrators, counselors, and laypersons involved in the task of preparing people for work. The journal gives a balanced view of both the theoretical and practical aspects of vocational education.

Newsletters

The Office Professional
1316 Sam Bass Circle
Round Rock, TX 78664
Provides reliable information about office systems and procedures, secretarial methods, management thinking, and office technology. Also features articles on communication techniques, professional human relation skills, and the latest approaches to career development.

Open Entries
The Center for Studies in Vocational Education
Florida State University
Stone Building
Tallahassee, FL 32306
A nationwide communication link for educators involved in competency-based vocational education that encourages exchange of information on competency-based learning materials, development of new guides, packets, audiovisual materials and computer-based resources.

Texas Business Educator
Texas Business Education Assn.
P.O. Box 15915
Austin, TX 78752
A semiannual bulletin of the activities of the Texas Business Education Association plus articles of current interest to business educators.

Viewpoints in Business Education
Milady Publishing Corp.
3839 White Plains Road
Bronx, NY 10467
A teaching methods and materials newsletter for business education teachers.

The Balance Sheet
South-Western Publishing Co.
11310 Gemini Lane
Dallas, TX 75229
The publication is free to teachers and features articles of current interest relating to business and economic course offerings at the high school and post-secondary levels.

Modern Office Procedures Magazines
Pent/IPC
1111 Chester Avenue
Cleveland, OH 44114
Business/office market magazine featuring office procedures and utilization of new technological developments in computers, business machines, furnishings, and supplies.

The Office
Office Publications, Inc.
1200 Summer Street
Stamford, CT 06904
The magazine discusses many aspects of office practice and management for both executives and office managers. Articles include topics such as systems analysis, programming, employee relations, applications of computers, and product/equipment announcements.

Office Guide
Bureau of Business Practices
24 Rope Ferry Road
Waterford, CT 06385-9985
Issued twice each month, the six-page publication offers office hints and shortcuts that can be used as a training tool to upgrade office personnel.

Office Guide for Working Women
Bureau of Business Practice
24 Rope Ferry Road
Waterford, CT 06385
The magazine offers general articles and regular features on typing, vocabulary, and grammar applicable to office workers and/or secretarial science students.

Office Talks
Bureau of Business Practice
24 Rope Ferry Road
Waterford, CT 06385
Office techniques, personal appearance, office etiquette, cosmetics, hygiene for secretaries.

P.S. for Professional Secretaries
Bureau of Business Practices
24 Rope Ferry Road
Waterford, CT 06385
Helps office personnel to perform their tasks more quickly, easily, and efficiently.

The Secretary
Professional Secretaries Int.
301 East Armour Blvd.
Kansas City, MO 64111-1299
A publication for professional secretaries featuring articles by management, business educators, and secretaries that stress improving knowledge and ability in secretarial expertise.

Today's Office
Hearst Business Communications/UTP Division
645 Stewart Avenue
Garden City, NY 11530
A professional business magazine covering the office.

APPENDIX C

ESSENTIAL ELEMENT OUTLINE FOR OFFICE EDUCATION
CORRELATED TO OCL PUBLICATION

75.81(a) LEADERSHIP

(1)(A), (1)(B), (1)(C), (1)(D), and (1)(E) - Leadership characteristics, activities and responsibilities, committees, parliamentary procedure, and citizenship.
1. Personal Development for Cooperative Training, Unit 1, (OCL)
2. OEA Handbook
3. FFA Parliamentary Procedures Manual
4. Introduction to ODP, Unit VII (OCL)
5. General Clerical, Unit I, (OCL)

(2)(A), (2)(B) - EMPLOYMENT OPPORTUNITIES (Job application and interviewing)
1. Office Careers - Unit 2 (OCL)
2. General Clerical - Units I and IV (OCL)
3. Introduction to Word Processing - Unit I (OCL)
4. Slide Tape presentation - Seeking Employment (OCL)
5. Introduction to ODP - Unit V (OCL)

(2)(C), (2)(D) and (2)(E) - SUCCESSFUL EMPLOYMENT (Following directions, punctuality and dependability, and rules and standards of the work place
1. General Clerical - Units III and VII (OCL)
2. Introduction to ODP, Unit VI

(2)(F), (2)(G) and (2)(H) - PERSONAL DEVELOPMENT (Human relations, responsibility, work habits and attitudes)
1. General Clerical - Units II, VI and VII (OCL)
2. Banking, Savings & Loan - Units I and II (OCL)
3. Personal Development for Cooperative Programs - Units IV and V (OCL)
4. Introduction to ODP - Unit VI

75.81(a) ENTREPRENEURSHIP

(3)(A), (3)(B) and (3)(C) Business ownership, Opening and Business and the Free Enterprise System.
1. Entrepreneurship (OCL)

75.89(a) SKILLS IN OFFICE OCCUPATIONS

ETHICAL BUSINESS PROCEDURES (1)(A)
1. Personal Development for Cooperative Training - Unit IV (OCL)
2. Office Careers (OCL)

CAREERS IN THE OFFICE (2)(A)
1. Office Careers (OCL)
2. Occupational Clusters Instructional Guide (OCL)

HUMAN RELATIONS IN INTRAPERSONAL RELATIONSHIPS (3)(A)
1. Banking, Savings & Loan - Section I, Units I and II (OCL)

COMPONENTS OF PERSONAL DEVELOPMENT IN CAREER PLANS (4)(A)
1. General Clerical - Unit III (OCL)

PRIORITIZE AND ORGANIZE WORK (5)(A)
1. General Clerical - Unit VI (OCL)
2. ODP Clerical - Unit IX (OCL)

RESOURCES AND REFERENCES (6)(A)
1. General Clerical - Unit X (OCL)
2. ODP Clerical (OCL)
3. Introduction to Word Processing - Unit IX (OCL)

BUSINESS FORMS AND REPORTS (7)(A)
1. Typing - Units IV and V (OCL)
2. Clerk Typist - Units VII and VIII (OCL)

BUSINESS MACHINES (8)(A)
1. Clerk Typist - Units II and III (OCL)
2. Introduction to Word Processing Units VI and VII (OCL)
3. Office Machines (OCL)
4. Financial Responsibilities - Unit I (OCL)

75.89(a) FINANCIAL RESPONSIBILITIES

BUSINESS MATH (2)(A)
1. Clerk Typist - Units I and II (OCL)
2. Introduction to Word Processing - Unit VII (OCL)
3. Financial Responsibilities - Unit I (OCL)

BANKING ACTIVITIES (2)(B)
1. Banking, Savings & Loan - Section B, Units I, II, and III (OCL)
2. Financial Responsibilities - Unit III (OCL)

PRINCIPLES OF RECORD KEEPING (2)(C)
1. Clerk Typist - Section C, Units I and II (OCL)
2. Financial Responsibilities - Units II and IV (OCL)

75.89(a) COMMUNICATIONS

TELEPHONE TECHNIQUES (3)(A)
1. Communications - Unit I (OCL)
2. ODP Clerical - Unit VII (OCL)
3. Clerk Typist - Section E (OCL)

EFFECTIVE WRITTEN COMMUNICATION (3)(B)
1. Communications - Unit IV (OCL)
2. ODP Clerical - Unit II
3. Typing - Unit V

LANGUAGE USAGE SKILLS (3)(C)
1. Introduction to Word Processing - Unit V (OCL)
2. ODP Clerical - Unit V (OCL)
3. Communications - Unit V (OCL)

WORD PROCESSING AND COMPUTER TERMINOLOGY (4)(C)
1. Introduction to Word Processing - Units II, III, and IV (OCL)
2. Introduction to Microcomputer Application - Unit I (OCL)

75.89(a)(4) SAFETY

SAFE WORKING PRACTICES AND PROCEDURES
1. Office Careers (OCL)
2. Introduction to ODP - Unit II (OCL)

75.89(b)(1) KEYBOARDING

PROOFREADER'S MARKS (1)(A)
1. Introduction to Word Processing - Unit VIII (OCL)
2. ODP Clerical - Unit III (OCL)
3. Clerk Typist - Section A, Units I - IX (OCL)
4. Typing - Unit I (OCL)

CORRECTING ERRORS (1)(B)
1. Clerk Typist - Section A, Unit IV (OCL)
2. Typing - Unit II (OCL)

MAILABLE LETTERS (1)(C)
1. Typing - Units III and IV (OCL)
2. ODP Clerical - Unit II (OCL)
3. Introduction to Word Processing - Unit VI (OCL)

TRANSMITTING INFORMATION ELECTRONICALLY (1)(D)
1. Introduction to Word Processing, (OCL)

75.89(b)(2) RECORDS CONTROL AND MANAGEMENT II(B)

INDEXING, CODING & FILING--ALPHABETIC, NUMERIC, SUBJECT, AND GEOGRAPHIC (2)(A)
1. Filing (OCL)
2. ODP Clerical - Unit VIII (OCL)
3. Clerk Typist - Section B (OCL)

MANUAL & AUTOMATED RECORDS CONTROL (2)(B)
1. Filing (OCL)
2. Clerk Typist - Section B & C (OCL)

INCOMING AND OUTGOING MAIL (2)(C)
1. Clerk Typist - Section D (OCL)
2. Communications - Unit II (OCL)

APPENDIX D

PRE-EMPLOYMENT LABORATORY PROGRAM

The pre-employment laboratory program offers young men and women the opportunity to learn office procedures, data processing, or data entry through a simulated office classroom. The primary purpose of the lab is to train students for entry-level positions in office occupations. The lab may be one or two hours a day.

Responsibilities of a Pre-employment Lab Teacher

A pre-employment lab teacher needs to have administrative, teaching, and public relations skills. Below is a chart which indicates the instructor's responsibilities in each area:

Teaching

Informs students of classroom policy and procedures

Provides battery instruction
- Basic instruction
- Areas of instruction
- Essential elements

Provides individualized instruction
- Essential Elements
- Areas of student's career objectives

Oversees youth organization work
- Organization activities
- Purposes and values
- Membership
- Correspondence
- Projects
- Minutes
- Conferences
- Leadership development
- Competitive events

Establishes testing and grading procedures

Public Relations

Exemplifies values of Office Education

Promotes out-of-school relationships
- Parents
- News media
- Civic organizations
- General public
- Advisory committees

Promotes in-school rela onships
- Students
- Faculty
- Administration
- Supporting Personnel

Administration

Handles administrative responsibilities
- Community occupational study
- Student follow-up
- Legal responsibility
- Records and reports

Utilizing a two-hour Period

Many pre-employment labs are two hours, so in order to keep the students interested, the teacher may consider the following suggestions:

. . . Lecture only one hour and individualize one hour.

. . . Use a variety of teaching strategies to keep the students motivated.

. . . Use hands-on methods often.

. . . Plan in advance. It takes much planning for two hours of instruction.

. . . Provide supplies that are easily accessible to students.

. . . Provide written assignment sheets for students because it is impossible for the teacher-supervisor to give instructions to each student.

. . . Provide an office environment and serve as an office supervisor instead of as a teacher.

. . . Have students act as receptionist and office managers.

For the new teacher, below is a sample of what could be done during the first two weeks with a two-hour laboratory.

Sample

First Week

Day 1-First Hour	Second Hour
Fill out school forms. Introduce DE and OEA. Get acquainted.	Show students around classroom. Introduce machines.
Day 2-First Hour	Second Hour
Pre-test on skills	Short assignment on all machines. Rotate all students.
Day 3-First Hour	Second Hour
Overview of OEA Discuss classroom policies.	Review of typing
Day 4-First Hour	Second Hour
Orientation to world of work	Review of typing
Day 5-First Hour	Second Hour
Introduce students to reference materials, supply cabinets, use of supplies and care of equipment.	Open discussion

Second Week

Day 1-First Hour	Second Hour
Introduce rotation plan and explain assignment sheet.	Start rotation plan.
Day 2-First Hour	Second Hour
Orientation to office careers	Rotation plan
Day 3-First Hour	Second Hour
Careers	Rotation plan
Day 4-First Hour	Second Hour
Rotation plan	Careers
Day 5-First Hour	Second Hour
Rotation plan	Review of office manager and receptionist

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Group Instruction

Several units of Office Education may be taught by group instruction. These units are called battery units. Battery units are units, taught through group instruction, that all students will need regardless of their career objectives. Some of the battery units taught by conventional methods are:

. . . Leadership

. . . Job Application Process

. . . Entrepreneurship

. . . Business Ethics

. . . Office Careers

. . . Human Relations

. . . Personal Development

. . . Planning and Organizing Work Activities

. . . Using Resources and References

. . . Safety

. . . Telephone Techniques

. . . Handling the Mail

Individualized Instruction

In individualized instruction, the teacher-supervisor should make sure students are rotated to all equipment or work stations related to the student's interest or career objective at least once during the year. Students' work should be individualized at these stations. Some students will be able to complete the project within two or three days, while others may not complete the work within a week. Avoid giving the faster student busy work. Try to provide training that is more technical and at a higher decision-making level. This additional training will aid in successful implementation of a rotation plan. On the following page is a sample rotation plan.

Evaluation

The students' primary interest in every class is how they are going to be evaluated. The State Board of Education Rules for Curriculum states students should be evaluated on a 0-100 scale with 70 and above receiving course credit. At the beginning of the year, you should establish the grading system for your class. Consideration should be given to how individualized instruction, battery instruction, attendance, attitude, etc., will affect the students' grades for the grading period.

In evaluating students on their individualized instruction, it is impossible to evaluate each job assigned. Therefore, on some assignments, answer sheets should be given to the students so they may check their answers with the teacher's key. On some assignments, the teacher should grade for specifics. For instance, grade one paper for proofreading, one for typographical errors, one for format, etc. Since students will not be completing the same assignments, students should be given a grade sheet. On the following page is a sample of a grading sheet. Remember to grade a student on an individualized basis, not against what other students have accomplished.

Instructional Materials

There are two types of instructional materials: commercial and teacher-prepared materials. Some sources of commercial materials are: handouts, information sheets, transparencies, etc. The Occupational Curriculum Laboratory provides office education curriculum guides to assist the teacher with instructional units which could be taught.

In selecting instructional materials, the teacher-supervisor should consider:

. . . the subject matter

. . . the students' abilities

. . . the time available

. . . the goals and objectives

. . . the tools necessary

. . . the funds available

In previewing material, the following questions should be asked concerning the material:

. . . Will it meet the lesson's objectives?

. . . Will it motivate the students?

. . . Is the vocabulary understandable for the students?

. . . Are the materials being used similar to those used on the job?

. . . Is the equipment to be used in good operating condition?

Sample

Student's Grade Sheet

NAME:_____ CLASS PERIOD: _____

BEGINNING DATE:_____ ENDING DATE:_____ SIX WEEKS: 1 2 3 4 5 6

PROJECT	STARTED	GRADES												FINISHED

ATTENDANCE (1/5) _____
ATTITUDE GRADE (1/5) _____
CLASSWORK (2/5) _____
_____
TESTS (1/5) _____
_____
SIX WEEKS AVERAGE * _____

SIX WEEKS GRADE:
SIX WEEKS AVERAGE _____
(3/4) _____
_____
SIX WEEKS TEST _____
FINAL AVERAGE = _____

APPENDIX E

A large number of resource materials may be easily acquired for use in the Office Education classroom. However, materials lose their value unless they are readily accessible. In organizing the OE classroom, the teacher should select systems that arrange resources in efficient, attractive ways. The organization and decoration of the classroom should express the message: "OE is important and exciting." The following sections provide hints and suggestions for organizing the classroom and developing a filing system.

Physical Arrangement

The classroom should be arranged as similarly to an office atmosphere as feasible. To achieve this look, cluster students' secretarial desks to provide for a receptionist and office manager area. In addition, a teacher's desk, filing cabinets, bulletin board, chalkboard, and storage for instructional materials, supplies, and teaching aids should be provided.

Equipment, supplies, and instructional resource materials should be arranged and stored so that they are easily accessible to the teacher and students. The equipment and work areas may vary according to the size of the classroom and the individual needs of each teacher.

Filing System

An efficient filing system can be the "backbone" of any teacher. Materials should be filed so that they can be easily located by the teacher or students. A filing system can reduce classroom clutter, promote efficient use of time, and promote safe storage habits.

Use sturdy file cabinets and store the following materials in labeled folders:

. . . Instructional Materials

- Transparency masters
- Duplicated activity sheets
- Answer sheets

. . . Individual Student Folders

- Personal information
- Permission slips
- Progress charts

. . . General Records

- Inventory lists

. Requisitions

. Follow-up records

. Grade sheets

. Travel forms

. Correspondence

. Resource and reference materials lists

. Miscellaneous

Student Records

To assist the teacher in completing forms and keeping up with past and present students, files should be maintained on each student. The student competency profile is a quick and easy reference.

These profiles are printed on file-type folders designed for individual student use. The front of the profile should be completed by the student at the beginning of the year. Inside the profile, specific job competencies for particular office education areas are listed.

Classroom Policies and Procedures

In establishing classroom policies and procedures, establish only rules you intend to enforce. Make these rules positive instead of negative. For example:

. . . Negative: Do not sit on desks or tables at any time.

. . . Positive: You may sit only on the chairs provided for you.

Be sure that school policies are included. Keep policies and procedures to a minimum. Below is a sample of policies and procedures for classroom management:

1. Attendance--Attendance is a must for all OE students. Frequent absenteeism is regarded by employers as a reason for dismissal. Should you be sick, you must call in sick.

2. Tardiness--Promptness to OE class is expected as it establishes good work habits for the office worker.

3. Attitudes and Work Habits--Your attitude toward work assignments, suggestions from the instructor and relations with other students in the classroom are indications of your ability to succeed on the job or adapt to the world of business. It is necessary to exhibit healthy, cheerful attitudes and responsible work habits during all class sessions. Each six-week period will include a grade for attitude and work habits, as they are so vitally important to your training in OE.

4. Equipment and supplies--The equipment and furnishings of your classroom are expensive and must be properly maintained in order for the program to continue to exist. You are responsible for the work area and the machines at your desk. Leave your work area clean each day--put all trash in the containers provided, replace any reference books you have used, and put your chair under your desk when you leave. A part of your attitude and work habits grade will be based on how well you care for equipment and supplies.

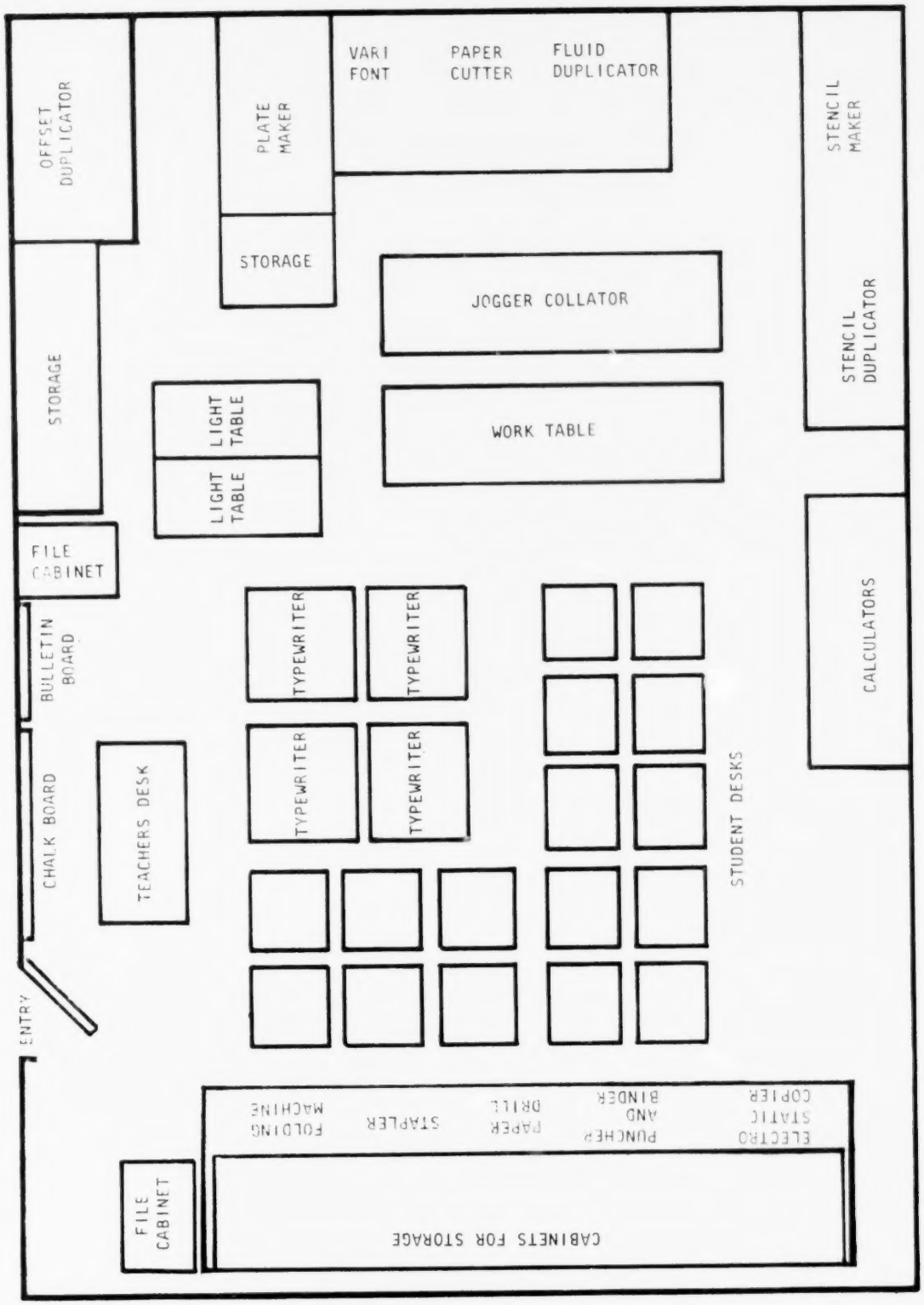
5. Student Supplies--You will need to furnish your own typing erasers, typing paper, notebook binders (the official OEA notebook), and any other incidental items deemed necessary by your instructor.

6. Office Manager--Every three weeks, a student will be assigned the job of office manager as a part of his/her training. The office manager's responsibilities are checking attendance, keeping account of supplies and reordering when shortages occur, checking work areas of all students at the end of each class period, and assisting the instructor with paper work. The office manager will assign to students work requested by other persons. Students in general will be evaluated on their ability to cooperate with the office manager and comply with his/her requests. The office manager will receive credit for carrying out this responsibility. An assistant or alternate will be assigned to perform these duties in the absense of the office manager. Any malfunction of a machine or any supply request should be reported to the office manager.

7. Receptionist--A receptionist will be appointed from each class to serve for three weeks. Duties include answering the telephone, handling office callers, referring outside work to the office manager, and doing specific jobs in indexing, filing, and typing for the OE instructor. The receptionist may also be responsible for the bulletin board. When not involved in receptionist duties listed above, the receptionist is expected to work on an assignment.

CLASS PERIOD _____ DAILY GRADE SHEET DATE _____

NAME	ATTENDANCE	ATTITUDE	ASSIGNMENT(S)	TOTAL GRADE EARNED
_____	Absent _____ Present _____ Tardy _____	Participation _____ Cooperation _____ Initiative _____ Follows Directions _____ Completed Assignment _____ Neatness _____ Accuracy _____ Others _____	_____ _____ _____ _____ _____ _____ _____ _____ _____	
_____	Absent _____ Present _____ Tardy _____	Participation _____ Cooperation _____ Initiative _____ Follows Directions _____ Completed Assignment _____ Neatness _____ Accuracy _____ Others _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____
_____	Absent _____ Present _____ Tardy _____	Participation _____ Cooperation _____ Initiative _____ Follows Directions _____ Completed Assignments _____ Neatness _____ Accuracy _____ Others _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____

APPENDIX F

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